DOCUMENT RESUME

ED 224 214 EC 150 397

AUTHOR	Tachibana, Karen
TITLE	The Humanities for the Handicapped: An Expansion of Media-Based, Open Learning System.
INSTITUTION	Miami-Dade Community Coll., Fla.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Media Services and Captioned Films Branch.
PUB DATE	[81]
NOTE	155p.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	College Students; Course Content; *Curriculum Development; *Educational Television; Hearing Impairments; Higher Education; *Homebound; Instructional Materials; Material Development; Open Universities; Physical Disabilities; *Program Evaluation; *Severe Disabilities; Visual Impairments

ABSTRACT

The report describes field testing of an open college project designed to adapt a college-level media course for 19 homebound visually impaired, hearing impaired, and orthopedically disabled students. Student recruitment procedures and problems are described, as are staffing patterns of the project. Adaptation of the course, "The Art of Being Human," is reviewed in terms of changes in textbook, television, and computer components for students with visual, hearing, and orthopedic disabilities. External evaluation results from questionnaires completed by students are reported for each disability group, with the general conclusions that students were very pleased with the project. Budgetary information is followed by an evaluation of the project's 12 objectives and a listing of recommendations for replication or development of similar projects. Appendixes include sample news releases, newspaper articles, appraisal forms, and student letters. (CL)

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THE HUMANITIES FOR THE HANDICAPPED: AN EXPANSION OF MEDIA-BASED, OPEN LEARNING SYSTEM

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EC150397

OPEN COLLEGE

MIAMI-DADE COMMUNITY COLLEGE

Introduction

In November 1979, Miami-Dade Community College received a federal grant in the amount of $108,693 from the Handicapped Media and Captioned Films Agency of the Office of Education, Department of Health, Education and Welfare to adapt its new television course, The Art of Being Human, to the needs of handicapped learners. The grant, entitled "The Humanities for the Handicapped: An Expansion of Media-Based, Open Learning System," was to be implemented in Open College, the division of Miami-Dade which teaches media-based courses.

The unique features of the project were that, for the first time, a college level media-based course was being adapted for the visually and hearing impaired and that handicapped students themselves were suggesting the modifications.

Materials were modified, tested and approved and, in August, 1980, 23 handicapped students, members and alternates of the Consumer Advisory Board, began to take The Art of Being Human course. Nineteen students completed the course and all of the terms of their contracts and received $250 each.

The following report describes the recruitment of students, the modification and development of materials, the program evaluation, budget, conclusions and recommendations.

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Objectives and Recruitment

Phase I Overview

Phase I of the project consisted of clarifying goals and objectives and planning an extensive recruitment effort so that applications for the Consumer Advisory Board would be representative of the population of Dade County, Florida.

General Goal

The purpose of this project was to modify a college level, media-based humanities course so that it would be accessible to students with a variety of handicaps. The unique approach to this process was to let handicapped students serve on a consumer advisory board and take the course, suggesting the modifications. The process itself was documented so that it could be replicated in modifying future courses in the same way. The finished product, the adapted course, utilizes alternative methods to accomplish the same course objectives and is equivalent in level of difficulty.

Objectives

The specific objectives of the project were the following:

1. To increase higher education opportunities for the severely handicapped by modifying materials and by taking the course to the students' homes.
2. To develop a program which meets the needs of the handicapped users by utilizing their input to decide the appropriate modifications for the materials.

3. To develop a program which meets the needs of each individual handicapped student by doing an individual needs survey for each student and responding to it in a way that is satisfactory to the student.
4. To modify materials so that they are acceptable to students with the specific handicap for which they were designed.
5. To develop a program for handicapped students which they perceive as being generally successful.
6. To help to bring homebound handicapped individuals into the "mainstream" as much as possible by providing them with a college level course adapted for their disability, a directory of each others telephone numbers, and frequent newsletters exchanging information.
7. To encourage students to continue their educations by providing them with advisement and counseling and a positive experience in this course.
8. To represent a variety of handicaps from the three main cultural groups in Dade County by engaging in a broad recruiting effort.
9. To design an innovative instructional technique to reach a local and national audience by adapting a college level television course to the needs of the handicapped.
10. To utilize media as a tool to improve educational opportunities for handicapped individuals by designing a program in which handicapped students can watch television and fulfill all course requirements in their homes.
11. To utilize multimedia techniques so that persons with a variety of handicaps will be able to choose a method of learning which best suits their needs.
12. To enable handicapped students to achieve a better understanding of their unique "humanness" by assisting them in accomplishing the objectives of the Art of Being Human course. (Appendix A)

Recruitment of Students for the Consumer Advisory Board

An extensive recruitment effort was deemed necessary so that the entire handicapped population of Dade County would be aware of this project and would have the opportunity to apply for a position on the Consumer Advisory Board.

A news release describing the project went to city editors of 22 weeklies and semi-weeklies, such as Neighbors, Community Newspapers, News Leaders, etc. plus the education editors of the Miami-Herald and the Miami-News. It went also to the Southwest Monitor which is edited by a handicapped individual who usually promotes the handicapped cause. The three college newspapers were sent releases as was the faculty newsletter. (Appendix B)

Public Service Announcements went to Public Service Directors at 29 radio stations and 6 television stations. A new radio station designed specifically as a reader service for the handicapped was to strongly emphasize the project, but the station was delayed in beginning its broadcasts.

The project director did a half-hour radio show on WEDR, a predominantly black station. She also attended a meeting of the Dade County Committee for the Advancement of the Physically Limited and gave a presentation on the project to all the representatives and distributed flyers. Flyers were sent to all persons on the mailing list who were not in attendance at the meeting. She also sent representatives to the meetings of D.E.A.F. and Florida Paraplegic Association. Flyers were sent to all people receiving Talking Books and all subscribers to the Deaf

Services Newsletter and the commercial Hear-Tech Newsletter. Flyers were sent to occupational therapy units at Jackson Memorial Hospital and the Veteran's Hospital, to United Cerbral Palsy, the Muscular Dystrophy Association and the Multiple Sclerosis Association. They were also sent to kidney dialysis units, some nursing homes, the Community Care Project for the Elderly and Jewish Vocational Services. (Appendix C)

It is unknown just how many newspapers and radio and TV stations chose to mention the project. To the knowledge of the staff, the only stories appeared in the Miami News (a predominantly black newspaper) and the Neighbors South section of the Miami-Herald. As people called to inquire about the program, they were asked where they heard about it and a rough tally was kept of the responses. (Appendix D)

By far the greatest source of inquiries came from the "Talking Books" Newsletter (for visually and orthopedically handicapped) with more than 100 applications returned by their users. (Several individuals saw other people's letters from Talking Books and called for their own applications.) The meeting of DEAF produced 5 applications (two of which appeared to be fictitious). The Deaf Services Newsletter produced one student. The faculty newsletter produced four letters; phone calls to the VA hospital produced one, and calls to our other campuses produced one.

Several people came upon the project while phoning the college after having seen a spot announcement about Miami-Dade which pictures someone in a wheel chair. Another person saw a local interview show "Montage" which featured Richard Janaro, the author of the text. Inquiries came from Dade, Broward, and Palm Beach Counties. Since students in Broward and Palm Beach had access to cable TV and could watch the broadcasts, they

were also considered eligible for the program. Arrangements were discussed with their local colleges for at-home testing.

Not all people who called wanted to participate in this project but thought they could find help. Calls from people who saw the Neighbors column included an elderly blind woman who wanted her autobiography typed, a blind woman who wanted someone to drive her to the doctor, a guardian of two young women who have never been taught to read and several inquiries about whether we had other courses which would be more interesting. These people were all referred to appropriate sources and follow up was done to ensure that the woman with the autobiography had contacted the typist, the woman needing a ride had received her coupons for the "The Ride," and the two young women were being considered by the Learn to Read Volunteeers of Miami (LTRVOM) group.

All other handicapped individuals were considered for positions on the Consumer Advisory Board regardless of their degree of disability and how homebound they indeed were, since, in Dade County, if one does not drive a car, one is essentially homebound.

Because there were 178 applications for 20 positions, and five alternate positions, the project director decided that the fairest method of selecting the participants was to appoint an Admissions Committee. The Admissions Committee was comprised of the project director, the author of the textbook who is also the instructor for the course, a member of the Committee on Handicaps Access Now Challenging Education (CHANCE), and a member of Miami-Dade's Collegewide Committee on the Physically Limited. In addition to the goals and objectives of the project, the Admissions Committee received the following written instructions:

"The members of the Consumer Advisory Board should represent a wide range of disabilities, degrees of disability and ages at onset of disability. (Of particular relevance is whether a hearing impaired person acquired the disability before speech was established or afterward and whether a visually impaired person could have a visual memory or was born blind or lost sight as an infant.)

"A significant factor in choosing the members of the board is the student's ability not only to complete the course but also to provide appropriate feedback to the educational specialist about needed modifications. The students need to be able to comprehend, to analyze, to synthesize, and to explain ideas.

"Since Miami-Dade Community College has a tri-cultural population, the members of the Board need, as much as possible, to be representative of these same populations. Including feedback from caucasian, black and hispanic students at this time lessens the possibility that a cultural bias will exist in the completed product. Both males and females should be represented

"The Admissions Committee will be provided with data on each student sorted by handicap, degree of handicap, and age at onset of handicap. Each applicant was called (or sent a letter for repeated no-answers) to verify this information gleaned from the preliminary applications or from phone inquiries and to collect data for the Miami-Dade application for admission. Information about each student's formal educational background or equivalent experiences was also noted. (Appendix E)

"The five basic categories of handicaps addressed in the original proposal - blindness, deafness, orthopedic or neurological disability, and chronic illness - can be defined more appropriately for purposes of this project in terms of functions necessary to participate successfully in higher education. Seven necessary functions in descending order of importance are the following:

"Function 1. The ability to recognize, recall, comprehend, analyze and synthesize information;

" 2. The ability to hear standard voice levels;

" 3. The ability to see standard materials;

" 4. The ability to speak;

" 5. The ability to turn pages and write;

" 6. The stamina to keep up with physical demands;

" 7. The ability to walk around campus.

"Many physical aids have been developed to assist people with limited functions (hearing aids, braille, wheelchairs, etc.) Many people with a limited function have developed a means of compensating (lip reading, writing with toes).

"The purpose of this project is to bring together all the compensatory aids and techniques developed over the years and apply them toward making a college level humanities course accessible to people with all types of physical handicaps.

"Compensation for Function 1 is not within the scope of this grant. Part of the Committee's job is to determine from applications and interview responses which students would profit from taking the course and would also be able to be of assistance to us in making modifications.

"To make adaptations for Function 2 (hearing), it is necessary to

take into account four types of conditions:

1. Student has never been able to hear speech (or ability was lost before learning to speak);
2. Student has never been able to hear speech without aid;
3. Student cannot hear speech but this ability was lost after learning to speak;
4. Student has lost some hearing in recent years, needs aid to hear.

"Adaptations for Function 3 (seeing) take into account four conditions:

1. Student has never been able to see anything (or ability was lost prior to establishment of a visual memory); Total.
2. Student has never been able to see standard size materials (newsprint); Legal.
3. Student can no longer see anything; Total.
4. Student can no longer see standard size materials (newsprint); Legal.

"In the Open College format, Function 4 (speaking) is not absolutely necessary since everything can be done by correspondence. However, if Function 5 (turning pages and writing) is also impaired, communication is extremely difficult. Adaptations for Function 4 do not need to take into consideration when the loss of this ability occurred.

"Adaptations for Function 5 pertain to students who cannot now hold books, turn pages, and write regardless of whether this was from birth or recently acquired. Two conditions need to be considered in planning for future education:

1. Student's inability to hold book, turn pages and write is a stable condition;

2. Student's inability to hold book, turn pages and write is a degenerative condition.

"Function 6 (stamina to keep up with physical demands, vital capacity loss) is being compensated for by using the Open College format in which students can view the programs at home and submit the RSVP's at his/her own pace.

"Function 7 (the ability to walk around campus) is also not necessary in the Open College format. For purposes of this project both Functions 5 and 7 will be classified as orthopedic."

Selection of Consumer Advisory Board

One hundred seventy-eight (178) initial applications were received in five general categories:

15	Hearing impairments
116	Visual impairments
28	Orthopedic disabilities
8	Neurological disabilities
11	Chronic illnesses
178	

People with multiple handicaps were placed in the category of their most educationally limiting problem.

One hundred twenty-six students later completed both the Miami-Dade Application and an interview. This group included nine hispanic and ten black applicants.

On April 1 the Committee received the applications which were separated into 12 categories:

Totally blind at or soon after birth
Totally blind after visual memory (Adventitiously)
Legally blind at birth
Legally blind after visual memory
Blind plus other disability
Deaf at or soon after birth
Deaf after speech acquired

Hearing impaired after speech
Orthopedic - writing-walking
Speech (also speech + other)
Stamina (stable)
Stamina (progressive or degenerative)

Three students were chosen from each category when possible. From this group, the project director selected twenty finalists and five alternates, trying to include a balance of caucasian, hispanic and black, male and female representatives.

The best laid plans of project directors quickly disintegrate. Before the ink was dry on the congratulatory letters, students moved out of town, had surgery, and lost interest. The project was not unaffected by the economic and social problems in the Miami area. One of our best deaf students was called upon to teach ASL to deaf refugees on a full-time basis. A deaf couple had to move out of the area so the husband could find employment. Three of our students lived in the Liberty City area and at-home visits by staff members were approached with some hesitation. The problems of illness, surgery, and accidents among program participants was significant. One student was shot and killed.

The Board ended up with 23 students including five alternates. Categorized by predominant handicap, there were 10 visually impaired students: five hearing impaired, five orthopedically impaired, and one neurologically impaired, and two with chronic, degenerative diseases resulting in loss of stamina. There were 12 females and 11 males, 17 caucasians, three blacks, and three hispanics. Nineteen students completed all the requirements of the program and received payment for their participation. Three students were hospitalized; two of these requested Incompletes and one requested a withdrawal. One student who had been previously suspended from the college and reinstated withdrew early in the program.

When handicapped applicants were notified that they were not selected for the Consumer Advisory Board, they were asked if they would be interested in taking the modified course when it was finished and/or other Open College television courses. Thirty-three (33) people responded that they did want to take the Art of Being Human course when the modifications were completed. Several students took the course this term along with Board members.

Attached is a list of members and alternates for the Consumer Advisory Board:

Consumer Advisory Board

Name	Status	Handicap	Sex	Ethnicity	Grade	Prior Education
Vicki	Board	E	F	C	I (sick)	D
Jesse	Board	D	M	B	F	C
Jill	Board	D	F	C	C	D
Jeanne	Board	D	F	C	A	D
John M.	Board	A	M	C	C	E
Evelyn	Board	D	F	C	D	C
Joan	Board	B	F	C	A	C
Corinne	Board	C	F	C	C	D
Louis	Board	C	M	C	F	D
John C.	Board	E.K.	M	C	C	D
Paul	Board	F	M	C	D	A
Bruce	Board	F	M	C	C	D
Julie	Board	F, L, J	F	C	F	C
Estelle	Board	G	F	C	W (sick)	C
Pat	Alternate	H.D.	F	C	D	B
Pam	Board	L,J,K	F	C	I (sick)	D
Benee	Board	J	F	C	C	E
Mildred	Board	L	F	C	B	E
Francisco	Board	I	M	H	D	D
Carlos F.	Board	I	M	H	W (no work)	D
Carlos B.	Alternate	I	M	H	C	D
Robert	Alternate	I	M	C	C	E
Gary	Alternate	I	M	B	C	C

Handicap Category

A Totally blind at or soon after birth
B Totally blind after visual memory
C Legally blind at birth
D Legally blind after visual memory
E Blind plus other disability
F Deaf at or soon after birth
G Deaf after speech acquired
H Hearing impaired after speech
I Orthopedic - writing-walking
J Speech (also speech + other)
K Stamina, stable
L Stamina (progressive or degenerative)

Ethnicity

C Caucasian
B Black
H Hispanic

Grade

A Excellent
B Above average
C Average
D Poor
F Failure
I Incomplete
W Withdrawal

Sex

Male N = 11
Female N = 12

Prior Education

A No formal ed.
B Less than H.S. grad.
C.H.S. grad.
D Some college
E College grad.

Student Appraisal

Students accepted as members of the Consumer Advisory Board and alternates were all visited by rehabilitation specialists to determine the exact nature of their disability as well as strengths and limitations in terms of dealing with the materials. Recommendations were made about equipment and services needed. (Appendix F)

Student Appraisal List

	Materials	Equipment
Vicki	large print, tapes	4 track player, tape recorder, tapes, RFB*
Jesse	large print, tapes	4 track player, tape recorder, tapes, RFB
Jill	tapes	4 track, tape recorder, print enlarger, tapes, RFB
Jeanne	tapes	Varispeech, tape recorder, tapes RFB
John M.	tapes, braille	tape recorder, tapes, RFB
Evelyn	tapes	print enlarger, tape recorder, tapes, RFB
Joan	tapes, braille	braille paper, braille typewriter, tape recorder, tapes, RFB
Corinne	tapes, braille	braille paper, 4 track, tape recorder, tapes, RFB
Louis	tapes	print enlarger, tape recorder, tapes, RFB
John C.	tapes	tape recorder, tapes, RFB
Paul	captioning, scripts, summaries, interpreter	
Bruce	captioning, scripts, summaries, interpreter	TTY
Julie	captioning, scripts, summaries	TTY
Estelle	captioning, scripts, summaries	TTY
Pat	captioning, scripts, summaries, large print	

*Recordings For Blind

Student Appraisal (continued)

	Materials	Equipment
Pam	review tapes only	RFB
Benee	review tapes only	
Mildred	review tapes only	
Francisco	review tapes	page turner, voice activated recorden tapes, RFB
Carlos F.		
Carlos B.	review tapes	tapes
Robert	review tapes	
Gary	review tapes	

Admission, Registration, Financial Aid

Applications were checked for accuracy and notarized. Students were assisted in completing financial aid forms. All students except five received low-income fee waivers. One of the five received a special scholarship for handicapped students from the Development Office of Miami-Dade, and four students paid their own tuition. All students were provided with textbooks which they were to return at the end of the course.

Contracts

Students were given contracts to sign which specified what they were to do as members of the Consumer Advisory Board. The terms of the contract included:

- Participating as a member of the Consumer Advisory Board for the project.
- Responding to questionnaires and to pre and post inventories.
- Reviewing the materials designed for students with _____ impairments, discussing suggestions with the learning specialist, reviewing the revised materials a second and possibly a third time until the participant is satisfied with the modifications.
- Reviewing the TV programs and the textbooks, completing the RSVP's and taking the tests. (Appendix G)

Students were to receive a sum of $250 each for completion of the contract. The five alternate students performed the same services because they wanted to participate. Since several students dropped out of the program, permission was obtained to issue contracts to the alternates.

Staffing, Development of Materials

Phase II Overview

Phase II describes the project staff and the materials they developed. Student reactions to the materials are noted.

Program Staffing

Karen Tachibana served as the project director. In this position she managed the budget, purchased equipment and supplies, oversaw the recruitment of students and staff, managed the development of materials, arranged for the field testing and evaluation of materials, handled admissions, registrations, fee waivers, contracts, correspondence, public relations, and communication with students.

Jane Pascale and later Barbara Cominsky were secretaries for this project. Along with the usual secretarial duties went a great deal of patience and kindness in communicating with students on the phone and the TTY.

Consultants

Dr. Thomas Cunningham, a curriculum expert in the humanities, was selected to describe the visual portions of the films to the visually impaired. His scripts were then recorded on cassette tapes.

Margaret Laughlin Casey, a communications coordinator in Open College, assisted in describing the visual portions of the films.

Stefanie Sandler, a deaf educator, served as a curriculum expert in that area. She worked closely with students and developed supplementary materials which included summaries, explanations and vocabulary. Along with Renee Falitz and Janet Muir, Stefanie interpreted for the students.

Jinger Brooks was a rehabilitation specialist for the visually impaired. Her duties were to evaluate each student's needs and determine what equipment

and materials were needed to assist them in taking the course.

Harold (Doug) Andrews was the rehabilitation specialist for the orthopedically impaired students. He determined what equipment they needed and how they could complete their homework assignments and tests.

Patricia Holt and Lynn Buckley served as counselors, tutors, and rehabilitation specialists. They visited and talked to students on an on-going basis and responded to the student's needs. Patty delivered materials and taught students how to use them; she took the Beta Max to students' homes when necessary; she assisted students in completing forms and homework assignments; she proctored tests.

The Recruitment staff consisted of Carleen Scutieri and Shelly Lang. Both young ladies were wheelchair-bound Miami-Dade students who were looking for jobs on campus. They interviewed almost all of the 178 students on the telephone. Shelly visited a few to assist them in filling out forms. Lisa Douglas, a deaf student, took TTY's and other materials to the homes of deaf students.

The outside evaluation was completed by Dr. Barry Greenberg of Florida International University. A formative and a summative evaluation were done for Phase III of the report.

(Appendix H contains the resumes of the professional staff.)

Development of Materials

The Art of Being Human course consists of a textbook component, a television component, and a computer component (RSVP). Components have been modified to accommodate various handicapping conditions.

Visually Impaired

Textbook Component

The 116 visually impaired students who applied to the program were

asked which format they preferred for educational materials. The majority of them selected a combination of enlarged print and cassette recordings. Those who knew braille or opticon selected those formats.

The textbook and study guide for the course were sent to Recordings for the Blind in Miami to be recorded. The books are now available from:

Recording for the Blind, Inc.
215 East 58th St.
New York, N.Y. 10022
212 751-0860

The shelf numbers of the books are as follows:

The Art of Being Human Janaro & Altshuler Harper & Row, 1979.	BD 369
The Guide to the Art of Being Human Cronin, Early & Wilson Harper & Row, 1979	BD 049

Students must first have an application on file which has been certified by a doctor, counselor or other professional qualified to assess the student's physical or learning problem. The cassette recordings are available free of charge but must be returned when the course is finished. Four track cassette players are needed. They can be obtained free from any branch of the talking book library. Allow two months delivery time.

Some difficulty was experienced in finding an organization to produce the books in large print. The problem arose first because the books had already been recorded. Secondly, they were on a college level rather than K-12. The following agency finally agreed to accept the materials:

Florida Instructional Materials Center
Visually Handicapped
5002 North Luis Ave.
Tampa, FL 33614

Volunteers at the Pinellas Braille Group (Gertrude Kraut and Mariam Smith,) transcribed both books into large print and sent the original copy to Miami-Dade where copies could be made. Review Financial Printers won a

competitive bid to make 50 perfect bound copies of the book at a cost of $70.23 per set of text and guide. These books may be borrowed by contacting the project director.

The books were brailled by a group in Loudonville, New York, under the direction of Mrs. M. Slawsky. Five sets of books were ordered at a cost of $234.75 per set, the cost of the paper. Miami-Dade has a thermoform machine to make additional copies if needed; however, it is anticipated that a materials resource center will take over that task.

A directory is available which lists local groups and specialized groups which record textbooks as well as transcribe them into braille and large print:

Library for the Blind
National Library Service
Library of Congress
Washington, D.C. 20540

Television Component

The 30 half-hour films in The Art of Being Human are highly visual. In talking with students the idea emerged that someone would need to act as the students' eyes, to describe to them exactly what was appearing on the screen. The first attempt at this was to talk over the original sound track or to intersperse the sound track with comments. A second attempt had the original sound track on one side of a cassette and a detailed narrative on the other side. Students preferred the second method. To avoid confusion it was decided that all tapes would have the same format - original sound track on one side and narrative on the other. Therefore, no narrative could exceed 30 minutes. In several instances, this meant revising pages of description to be more concise. No visual could be eliminated as unimportant.

The scripts of the narrative were then recorded by professionals in the Media Production department of Miami-Dade.

Each visually impaired student taking the course was provided with a complete set of tapes. These tapes will be made available to other institutions using The Art of Being Human.

Computer Component

After every other module in the course, the student is called upon to answer a survey of 20-25 questions. The student usually marks the answers on a computer card and mails it to Open College. It is scored and an individualized response is given by the computer (RSVP - Response System with Variable Prescriptions).

The procedures were altered to accommodate visually impaired students. Students would be either reading the survey questions in large print, on a print enlarger, or in Braille, or they would be listening to the questions on the recorded book. It is virtually impossible for visually impaired students to use the computer card; the chance of error is too great in bubbling those tiny spaces. Students responded by writing out answers on paper or by recording them on a cassette tape. Staff members transferred these answers to computer cards. They then transferred computer answers to cassette tapes.

Testing presented much the same problem. Some students were able to read the questions with the help of the print enlarger or a magnifying glass. Others preferred to hear the questions. An important discovery was made. For years it has been standard procedure to read tests to blind students. Time is usually flexible and the student may request repeating of any or all parts. It was found that this procedure made some students very nervous, not to mention that it made the reader very hoarse. The reader decided to try taping the test. She gave the student the cassette and a second recorder if necessary. She then went and sat unobtrusively

in the corner until the student was finished. Testing time was cut at least in half with less wear and tear on both the student and the tester.

Extra credit assignments were difficult for the visually impaired and most tended not to do them. Tutors were available to assist those who wanted to try. One student had typed out her composition and needed someone to read it back to her so she could polish it. With the tutor's help, she managed to produce an excellent report on Ella Fitzgerald based on a PBS broadcast. There were enough PBS broadcasts of significance to do all 10 of the possible extra credit assignments.

The modifications were well received by visually impaired students. The students did quite well. Two students, in fact, placed second and third among 192 handicapped and non-handicapped students taking the course. One of these students is legally blind, the other totally blind most of her adult life.

Hearing Impaired

The hearing impaired students on the Consumer Advisory Board ranged from those who were born deaf to one who was born with substantial hearing loss to one who has become deaf late in life. Three students signed and two didn't. Educational backgrounds varied also. The project director was urged to omit this group from the study because it was felt that the materials were on too high of a level. Not one to give up easily, she persisted in finding some deaf people who were willing to try. They met with varying degrees of success. They had very constructive criticism of the program, namely that they should meet as a group with an instructor to watch the programs and discuss them. Unfortunately, this time around three of the group could not meet because of other disabilities which made them homebound. That left two students, one of whom worked full-time. A classroom then might be considered more appropriate by deaf students.

This could be a very effective way of teaching humanities to the deaf. An interesting fact is that the deaf students did better on the music questions than either the other handicapped students or the non-handicapped students!

Textbook Component

Deaf students used the regular textbooks for the course. A specialist in education of the deaf was hired to review the chapters of the books and work closely with the students to determine what areas needed further clarification. The specialist produced a supplementary guide of summaries and vocabulary.

Television Component

The first film of the Art of Being Human series was produced in both a captioned version and a signed version. Students were asked which they preferred. All of the students selected the captioned version. It is not known whether students with a lower reading level would prefer the signed version.

Since this grant did not provide funds for captioning, an alternate source had to be found. The State of Florida had passed legislation providing for Auxiliary Learning Aids for Postsecondary Education Handicapped Students for the 1979-80 and 80-81 fiscal years. This program provided the $11,100 needed to caption the 30 half-hour films of the series in edited, open-captioning. There were two broadcasts of the films for each week, one captioned and one regular. It was believed initially that some non-handicapped people would object to the captioning. The staff was surprised to receive calls from these students in favor of the captioning; the captioning made it easier to take notes.

Deaf students were provided with scripts of all the programs to read before the broadcast. They claimed that this was very helpful. Regular students are instructed to come to the audio visual center before the mid-term and final exams to listen to a review-tape recorded by the instructor. They also have the option of having it dubbed onto blank stock they provide. This review is always done without a script. Consequently, the project secretary needed to transcribe both tapes into written form for the deaf students.

A review session is held about a week before the exams. This is an opportunity for students to discuss ideas with the instructor and to ask questions. An interpreter was present at these sessions.

Computer Component

Deaf students had no problem using the RSVP system and no modifications of this were needed.

Each student who needed a TTY was provided with one, as was the deaf educator-tutor, the project director, and the instructor. Students were encouraged to keep in close contact with the staff and to ask about anything they did not understand. Only one hearing impaired student elected to do extra credit work though there were numerous community activities occurring which were designed specifically for the deaf. There were also some PBS broadcasts that could have been used for extra credit.

Sets of captioned films were at the audio-visual centers of each campus for use by students who missed a broadcast or wanted to review. A set of Beta Max tapes was made to assist the student who was hospitalized.

Deaf students could choose to be tested at home or at the regular testing session. The only assistance they needed was additional time. As a group they did not do well as evidenced by their final grades. However, the mother of a student who got an "F" commented that she is amazed

at the increase in vocabulary words and the improved sentence structure of her daughter. Students did benefit from the course though they might not have reached their aspired level gradewise. The suggestions for improvement in tutoring will be implemented with the next group of deaf students.

Orthopedically Handicapped
(and Neurologically, Chronically Ill, Stamina and Degenerative Conditions)

Adapting The Art of Being Human course for these students involves providing equipment and service and sensitizing the faculty and staff to be flexible in their requirements.

Textbook Component

Several students needed recorded books because they had difficulty sitting up to read or focusing their eyes for long periods of time. A page turner with a sip and puff activator and a voice-activated tape recorder were provided to a student who was turning pages with a pencil held between his teeth. After several weeks he asked to have them removed because he did not like to be dependent on special equipment.

Television Component

The regular television component was used with all students. The Beta Max was available for students who missed programs.

Computer Component

None of the students could bubble computer cards with the necessary accuracy. Students all had tape recorders so they could tape their responses to the surveys. They also wrote out their answers.

Students took the midterm and final exams at home and were, for the most part, able to circle the right answers on the test itself. One student read the test and recorded his answers on audio cassettes.

Few students took advantage of extra credit assignments though almost all community facilities are accessible. PBS broadcasts can be appreciated by all students in this category.

The instructor had agreed to accept taped compositions and mandated only that they be relevant and well organized.

Students in this group did fairly well. Students with orthopedic or neurological handicaps and those with chronic illnesses are the easiest group for which to make adaptations. They could take any Open College course with little assistance.

Newsletter

One of the goals of this program was to "mainstream" the students as much as possible despite the fact that most were homebound in his/her own part of town. Toward that end, the counselor visited the students on an on-going basis and was constantly available by telephone, as was the project director and the tutor for the deaf. A monthly newsletter informed students of what was happening. Permission was obtained in writing from each student to list his/her telephone number for the use of other handicapped students. Students most definitely used this directory and some interesting anecdotes were observed. The newsletter was, of course, also taped for the visually impaired. (Appendix J)

The Party

Students discussed among themselves the possibility of getting together to meet the people behind the telephone voices. It was finally decided that a party was in order. Since students had such a variety of handicapping conditions and several were using the Special Transportation System for the handicapped, Miami-Dade's South Campus was chosen for its accessibility. Refreshments which were both appetizing and healthy (and

sugar free for the diabetic) were prepared by the cafeteria. Five female students, three spouses and the project staff attended. A good time was had by all, but everyone wished some of the male students had attended.

Faculty Handbook

Most Open College courses are taught by faculty from other departments or by part-time instructors. Mr. Harold Doug Andrews saw a need to provide these teachers with a resource book of information about policies, procedures, students, etc. In writing the Open College Faculty Handbook, he included information on handicapped students. The handbook describes resources now available and gives helpful information about testing, communicating, and alternative assignments. (Appendix K)

External Evaluation

Phase III Overview

Phase III, written by the outside evaluator, Dr. Barry Greenberg, contains the formative and summative evaluations of the project.

AN EVALUATION OF:

THE HUMANITIES FOR THE HANDICAPPED:
AN EXPANSION OF THE MEDIA BASED
OPEN LEARNING SYSTEM AT
MIAMI-DADE COMMUNITY COLLEGE,
SOUTH CAMPUS

PREPARED FOR:

THE UNITED STATE OFFICE OF EDUCATION,
BUREAU OF EDUCATION FOR THE HANDICAPPED

PREPARED BY:

Barry Greenberg, Ph. D.
Florida International University
Miami, Florida
January, 1981

I. Introduction

Through funding from the United States Office of Education, Miami-Dade Community College and its Open College Division have been engaged in the development and testing of special materials for use by homebound handicapped persons enrolled in a television-based college credit course entitled "The Art of Being Human." The goal of the effort has been to determine whether the use of these materials and services can lead to a successful educational experience for a group of persons often denied access to many community resources, including its colleges.

Specific objectives, as developed by Program Planners included:

1. To acquire captioned versions of the telecasts which accompany The Art of Being Human.

2. To acquire or produce in either audio-tape or braille format (or both) all relevant print and broadcast course materials.

3. To modify the system of computer-based instructional feedback (RSVP) in order to provide individualized help to students with visual, auditory and/or orthopedic handicaps (including braille printing of individualized computer responses, and audio-taped, telephone generated individualized responses).

4. To recruit a group of students as consultant evaluators with representative handicaps to serve in development, evaluation and recruitment modes.

5. To evaluate the materials and procedures utilized.

The purpose of this study is to present one component of the total evaluation effort, to be discussed are findings based on responses of homebound handicapped students to their total experience. Also included are records of final academic achievement in the course of study so that perceptions of participants may be related to their actual accomplishments.

II. Methodology

A questionnaire was developed by the evaluator and a member of the Open College Staff to obtain the following information from participants:

1. The nature of any special provisions made to accommodate their handicap.

2. Their satisfaction with the special provisions made.

3. The extent to which the participants have kept up with the academic requirements of the course.

4. Self-perceptions of whether expectations have been realized.

5. Comments on staff functioning.

6. Ideas relating to project improvement.

The basic questionnaire was adopted for use with each of the three involved groups: the visually handicapped, the orthopedically handicapped, and the hearing impaired (See Tables 1, 2 and 3). Audio tapes were prepared to describe the purpose of the questionnaire (See Appendix). In addition, each question was read on the tape along with directions for responding. The tape accompanied by a written questionnaire was mailed to each participant along with instructions to mail responses directly to the evaluator (a stamped self-addressed envelope was provided). Questionnaires were mailed to all 23 persons who comprised the Advisory Group. In all, 21 usable responses were received. Findings which follow are presented separately for each group along with a summary which considers all data received.

III. Results

A. Visually Impaired

Questionnaires were returned for all ten persons in this category. Table One presents a summary of all responses received. The following may be noted from the table.

1. Most can see the broadcasts only "slightly" or "not at all."

2. Almost all have attempted to view all broadcasts at least once; most have watched some of them more than once. All report they listen to the actual sound tapes at least once; most do so

more than once. All report the sound tracks are valuable.

3. Participants are using the cassette taped discussions which are being mailed to them and are finding them valuable. Singled out as being particularly helpful were tapes dealing with Way of the Humanist, Divine Discontent, Jazz-Bach, Mythology and On the Bus. Students liked them because they managed to clarify the other materials used. One noted that the show brought back pleasant memories of an art exhibit seen years ago.

4. All respondees have been receiving "Recordings for the Blind" cassettes. A few get large print materials and a few receive material in braille. Those who receive the materials are using them with virtually every chapter and are finding them helpful.

5. Recommendations for improvements of materials include the following:

a. make the cassette taped discussions more detailed to agree with the text;

b. announce on television all printed materials which will be received by the students;

c. speak more slowly on the Recordings for the Blind cassettes;

d. correct mispronounciations on the Recordings for the Blind cassettes;

e. correct errors in braille materials

f. use more slide stapling on large print print materials so they may be read from folder cover.

6. Students report they are managing to keep up with the required work; only three are behind schedule.

7. The equipment needed has been supplied to participants, and has been found to be helpful. This included cassette recorders, visual techs, braille writer, braille paper and a reader for extra assignments.

8. All but one student has telephoned the Open College Office for assistance of one kind or another; many have called several times. They have called for a variety of reasons including:

a. equipment information, servicing and general information on the course and requirements;

b. ideas for studying;

c. missing tapes or incomplete tapes;

d. permission to take mid-term exam in their home;

e. help with critical analyses.

Students report that the help they needed was provided most or all of the time. They also point out that where help was not provided, it was not the fault of the Open College Staff.

9. Most students have telephoned the course instructor at least once. All were satisfied with the response they received.

10. Students were satisfied that extra credit assignments were reasonable in light of their handicap. One student expressed frustration at not being able to obtain a Recording for the Blind cassette version of a book which she wanted to analyze.

11. Overall, students report that both the course and the project have met their expectations. Some other recommendations they offered included:

a. try to make the television broadcasts more explanatory, particularly when only visuals appear on the screen;

b. provide an extra survey tape since both the computer and the mails can be slow;

c. try to have more taped and less written project correspondence;

d. provide personal instruction on the use of machines;

e. recordings for the blind cassettes should include information on which track is ending (1,2,3,4) and side 1 or 2. It is confusing trying to figure this out on a four track player.

Considerable praise was provided by many students including:

"This course has encouraged me to try others, so I don't get bored sitting in a chair all day"

"The project is fine [but] takes more time than I imagined"

"Everyone was very helpful"

"Everyone was so very patient and cooperative that I can only applaud their efforts"

"I find [staff member's name] to be understanding and cooperative with my particular visual problem"

and, finally,

"It is the best experience I've had since blindness"

B. Orthopedically Handicapped

Questionnaires were received from six persons in this category. Table Two presents their responses to all questions asked. The following findings may be noted:

1. These students did not request or receive any special equipment for the course and did not identify any other special assistance needed.

2. Most of the students have been watching the shows on a regular basis; one has seen some of them more than one time.

3. Students report they are keeping up with the textbook readings; only two report being behind schedule.

4. Half of this group has telephoned a staff member for some assistance or to ask a question and they have done so several times. Questions and concerns were about a computer error, help with writing a critical analysis paper, scheduling and problems with mail due to the fact that the student moved during the semester. Virtually all students reported they were completely satisfied with the answers provided them. Only one student has telephoned the course instructor. The student indicated satisfaction with the help provided.

5. There was no agreement amongst the students regarding whether consideration was given to their handicap in the extra credit assignments. Thus, while two of the students felt that quite a bit of consideration was given, one said some was provided and two a response of not applicable was given.

6. Half of the students answered that the course has completely met their expectations, for one they were met quite a bit, while the remaining two indicated they were met somewhat. As for the project meeting expectations, four felt it did so either completely or quite a bit while the other two felt it had done so only somewhat or not at all.

7. Students final recommendations and comments included the following:

"I would appreciate an opportunity to see the films twice in one week without having to get up at 5:30 a.m. to do it (Sunday A.M. or evening?)"

"I'm waiting for when my group gets together to find out if it meets the needs of the handicapped."

". . . Course is fantastic . . . workbook exercises are challenging and interesting. Only reservation and disappointment is the handling of extra credit assignments where the computer formed sentences are totally inadequate."

and

"The Art of Being Human has truly broadened my views of subjects from fairy tales to science."

C. Hearing Impaired

Questionnaires were received from five students whose responses are presented as Table Three . The following is a summary of the data presented:

1. More than half of the students received a TTY from Miami-Dade for the show. All receiving one have found it to be satisfactory.

2. All but one student is keeping up with script reading. Most manage to read them before the show airs and some read them both before and after the show. All consider script reading to be helpful.

3. Virtually all students have seen all or most of the captioned broadcasts and indicate that only some parts of the films would be understandable were they not captioned. They agree that a good to excellent job of captioning was done. One person added a comment that the captioning could be improved by providing a black background with white printing to contrast the color of white clothes, sky and water, etc.

4. All but one student has viewed the non-captioned broadcasts. Indeed more than half of the group has seen all or most of them.

5. Most students have received needed assistance from Stefanie and rate the quality of that assistance as "good." Assistance included obtaining a textbook, locating a needed college service, making summaries of the programs and chapters and helping with definitions of key words.

6. One student reported the need for additional help with study skills. Another would like to get their fellow students together to discuss the program.

7. Most students are keeping up with the reading schedule with one ahead of schedule and one behind schedule. One student noted "The text was very hard going!"

8. Four of the five respondees have telephoned Karen Tachibana for assistance with such matters as equipment, exam dates and general problems. Three of the four report they were completely satisfied with the

help provided. One added that she was very helpful.

9. Only one student has contacted the course instructor.

10. There is no consensus on whether consideration of their handicap was made in the extra credit assignments. Some say quite a bit of consideration was given, some say "somewhat" and one says none at all was given.

11. Most feel the course has met "quite a bit" of their expectations, with two students feeling it has met "some of their expectations. The same feelings regarding whether the project met their expectations were found.

12. Comments and recommendations included the following:

"The material in the text was too sophisticated for people without a college background."

"The language was extremely difficult for a deaf person. Most young people would really be struggling with vocabulary in the text."

"[name of staff person] was of no help . . . met with her once and have not heard from her since."

"Show is hearing oriented, not for the deaf. The deaf do not think like the hearing."

"There is the need to use 'inner discussion' one evening per week for at least two hours so that we can share what we learn."

"Some captioning is too fast. I have no idea what dissonance, figure, melody, harmony are"

"Too much pressure . . ."

IV. Summary and Conclusions

Each group offered unique statements of praise for the project while each had their own special set of recommendations to offer for its improvement. Overall, students were far more praiseworthy than critical.

Among the visually impaired, students seemed most concerned with the quality of the Recordings for the Blind cassettes. Specific recommendations were also offered on ways to make the broadcasts a bit more attentive to their special needs. On the other hand, students were very favorably impressed with the project's efforts to meet their goals and with the staff's ability and willingness to work with them. They report that through these efforts they have become actively engaged in the project and have gained much from it. This group was clearly quite pleased with the final results of this effort.

For those orthopedically handicapped, course needs include a desire to be able to see a repeat of the broadcasts at a time more convenient than the one currently used (6:00 A.M.). There also seems to be a desire for this group to come together as a collective to discuss the show and their unique needs. These students do report the course and the project is meeting their expectations.

For those hearing impaired who participated in the project and returned the survey, there are several changes which appear desirable. Thus, this group seems to feel that additional attention needs to be paid to their unique

needs. Specifically, they request a simpler vocabulary, better captioning and special discussion groups among those who are hearing impaired to clarify concepts presented in the show. Despite these unmet needs, most students do feel that the course and project has met their expectations.

The essentially positive responses of students from all three groups is also reflected in their academic performance. Of the 21 students participating in this study, 12 (57%) earned a grade of "A", "B" or "C". There were 192 students enrolled in regular Open College sections of "The Art of Being Human." Among this group, which received only the usual RSVP type feedback, 85 (44%) earned grades of "A", "B" or "C". Thus, despite significant physical handicaps which severely hamper one's ability to receive information, process it and retain it, a group of students provided special materials and counseling was able to perform at a highly satisfactory level.

The above certainly reflects most favorably on both the creators of "The Art of Being Human" and on those responsible for developing the supportive materials for homebound handicapped students. Their efforts demonstrate the feasibility of widespread participation by the handicapped in general educational programs. Clearly the evidence indicates that if institutions of higher learning are able and willing to provide some minimum supportive services, and to consider some additions to their visual presentations, such as captioning and audio cassettes, then

the homebound handicapped in their audience will actively involve themselves in the learning process. Colleges can expect from this populations a high degree of involvement and an above average level of academic performance. The gains made by participants themselves, as reflected in their open-ended comments, go beyond the acquiring of new knowledge, and include for many the development of a new sense of self-worth and a belief that their life contains other alternatives. With benefits such as these accruing to individuals so often ignored by governmental agencies, it would seem most appropriate to consider the expansion of the effort described in this report, and the adaptation of the methodology utilized at Miami-Dade Community College at other sites throughout the nation.

MIAMI-DADE COMMUNITY COLLEGE
OPEN COLLEGE ■ 11011 S.W. 104th STREET ■ MIAMI, FLORIDA 33176

DIRECTOR OF OPEN COLLEGE
(305) 596-1333

October 24, 1980

Dear Student:

As you know, our project is funded by a federal grant. One of the requirements of the grant is that an outside evaluator be hired to evaluate the project at the halfway point and again at the end. Dr. Barry Greenberg from Florida International University is serving as our outside evaluator. He will receive all responses from you and will communicate only group data to me. He will check off the list of student numbers to make sure all questionnaires have been returned and will later match up yourfinal grade with your questionnaire.

Please give him your fullest cooperation.

Yours truly,

Karen Tachibana

Karen Tachibana

KT/bc

OPEN COLLEGE

An Equal Access/Equal Opportunity Community College

October 24, 1980

Dear Student:

I am in the process of evaluating the Homebound Handicapped Project and need your opinion about the supplementary materials, the service the project staff has provided to you, and your effort and progress to date. I have put your student number on the top sheet only to match up your responses with your final grade.

The project staff, Karen Tachibana, Patty Holt, Richard Janaro and Stefanie Sandler, will not see the completed questionnaires, and your responses will in no way affect your grade.

Please feel free to say exactly what you think. If you need any assistance, call me at 552-2724 (day) or write me a note.

Sincerely,

Dr. Barry Greenberg
Associate Professor
School of Education
Florida International University

BG/bc

TABLE 1

Visually Impaired

n=10

1. Can you see the TV broadcasts of the Art of Being Human?

____ clearly

_3_ pretty well

_4_ slightly

_3_ not at all

2. How many of the TV programs have you watched or listened to?

____ none

____ few

_2_ many

_3_ all one time

_7_ some twice

3. How many of the cassette taped discussions have you listened to?

____ none

____ few

_3_ many

_3_ all one time

_6_ some more than one time

4. Do you find these discussions valuable.

_10_ yes

____ no

5. How could the discussions be improved? _____

_____

6. Do any of the discussion tapes stand out in your mind as particularly helpful?

_7_ yes

_2_ no

_1_ blank

If so which, _____

TABLE 1, cont.

Why was it helpful? _____ _____

7. Do you recall any discussion tapes that were particularly poor.

__1__ yes

__7__ no
__1__ blank
If so which _____

How could it have been improved? _____

_____

8. How frequently do you listen to the actual sound track tapes?

_____ not at all

__1__ most one time

__2__ all one time

__6__ more than one time

9. Do you find the tape of the actual sound track valuable?

__9__ yes

_____ no

10. Which of the following have you been receiving? (you can check more than one)

__8__ Recordings for the Blind cassettes

__3__ Large Print

__2__ Braille

11. How frequently do you use each of the above?

Recordings __6__ every chapter __2__ some parts _____ not at all

Large print __2__ every chapter __1__ some parts __2__ not at all

Braille _____ every chapter __2__ some parts _____ not at all

12. Which has been most helpful to you in answering survey questions?

__8__ Recordings

__2__ Large print

__2__ Braille

13. Please explain what you like and islike about each of the materials and how it could be improved?

Recordings

8 like

3 dislike

Improvement could by made by: _____

_____

Large Print

____ like

1 dislike

Improvement could be made by: _____

_____

Braille

3 like

____ dislike

Improvement could by made by: _____

_____

14. Describe your progress in the text and guide ?

1 ahead of schedule

5 Keeping up with schedule

3 behind schedule

15. Have we provided you with all of the equipment you need to take the course?

6 yes

1 no

16. Have you telephoned Karen Tachibana, Patty Holt, Lynn Buckley, or Jane Pascale for assistance or to ask questions?

9 yes

1 no

17. How often have you called one or more of them?

____ not at all

2 once

6 two or three times

Orthopedically Handicapped

n=6

1. What is your disability? _____

2. Did you request any equipment to take the Art of Being Human course?

   6 no

   ____ yes,(explain) _____

   _____

3. If yes did you receive this equipment?

   ____ no

   ____ yes

4. If yes, has the equipment been helpful to you.

   ____ no (why not) _____

   _____

   ____ yes (how has it been helpful) _____

   _____

5. Have you needed any other assistance to take the course?

   6 no

   ____ yes (explain) _____

   _____

6. How many of the TV broadcasts have you watched?

   ____ none

   ____ few

   5 many

   2 all one time

   1 some twice

7. Describe your progress in reading the textbook:

____ I am ahead of schedule.

_4_ I am keeping up with the schedule..

_2_ I am behind schedule

8. Have you telephoned Karen Tachibana, Patty Holt, Lynn Buckley, or Jane Pascale for assistance or to ask a question?

_3_ no

_3_ yes

9. How often have you called one or more of them?

_2_ not at all

____ once

_4_ two or three times

_1_ four or more times

10. What kinds of help did you need? (please list different types)

11. Did you receive the help you needed?

____ not at all

_1_ sometimes

____ most of the time

_3_ completely

12. How could this assistance have been improved? (please explain)

13. Have you ever telephoned the instructor of the course?

_5_ not at all

____ once

_1_ twice or more

14. Were you satisfied with his respons to you?

2 yes

____ no

15. Do you feel that consideration of your handicap has been made in the extra credit assignments?

1 not at all

1 somewhat

2 quite a bit

1 not applicable

16. Has the Art of Being Human course met your expectations so far?

____ not at all

2 some

1 quite a bit

3 completely

17. Has the project met your expectations so far?

1 not at all

1 some

2 quite a bit

2 completely

18. How could the project be improved?

19. Comments:

TABLE 3

Hearing Impaired

1. Have we provided you with a TTY or do you have your own?

   2 I have my own.

   3 I am using one from MDCC

2. If you are using one from MCDD, do you find it satisfactory?

   3 yes

   ____ no (explain)_____

   1 blank _____

3. Have you read the scripts we sent you?

   2 all

   2 most

   1 some

   ____ none

4. If you read these, did you do so before or after the TV broadcast?

   3 before

   ____ after

   2 both before and after

5. Are these scripts helpful.

   ____ not at all

   2 some

   3 very helpful

6. How many of the captioned broadcasts have you viewed?

   3 all

   1 most

   1 some

   ____ none

TABLE 3, cont'.

7. Would you be able to understand the films if they were not captioned?

   1 not at all

   3 some parts

   ____ most parts

   ____ completely

8. Compared to other captioned films you have seen, what is your opinion of the quality of captioning?

   1 excellent job

   3 good job

   1 fair job

   ____ poor job

9. How many of the non-captioned broadcasts have you viewed?

   1 all

   2 most

   1 some

   1 none

10. Have you received assistance from Stefanie?

    3 yes

    1 no

11. If Stefanie has been assisting you, did you need this assistance?

    2 yes

    1 no

    1 blank

12. How would you rate this assistance?

    ____ excellent

    3 good

    ____ fair

    ____ poor

    1 blank

13. What assistance that Stefanie is providing is particularly helpful.

14. What assistance is not necessary.

15. What additional assistance would help you?

16. Describe your progress in reading the textbook.

1 ahead of schedule

3 keeping on schedule (one chapter per week)

1 behind schedule

17. Have you telephoned Karen Tachibana for assistance?

4 yes

____ no

1 blank

18. What type of help did you need?

19. Did you get what you needed?

3 completely

1 somewhat

____ not at all

1 blank

20. How could this assistance have been improved?

TABLE 3, cont'.

21. Have you ever contacted the instructor in this course?

4 not at all

1 once

____ twice or more

22. Were you satisfied with his response to you?

____ yes 1 "so-so"

____ no

4

23. Do you feel that consideration of your handicap has been made in the extra credit assignments?

1 not at all

2 somewhat

2 quite a bit

____ completely

24. Has the Art of Being Human course met your expectations so far?

____ not at all

2 some

3 quite a bit

____ completely

25. Has the project met your expectations so far?

____ not at all

2 some

3 quite a bit

____ completely

26. How could the project be improved?

27. Comments

Budget

Overview

The following is a summary of budget categories. Exact costs are quoted in the financial report.

Budget Categories (See Financial Report for Exact Figures)

Personnel

Project Director (520)
Secretary (540)
Secretary (570)

Counselors (560)
Counselor/tutor for deaf (560)
Rehabilitation specialist for blind (627)
Educational specialist for blind (560)
(521)

Interpreters (560)
Recruiters (570)
Testers (525)
Narrators (540)

Students (627)

Evaluator (627)

Fringes (596)

Equipment (710)

Visually Impaired

1 Listening Plus
4 4-track players
3 Miniviewers
10 Recorders (students)
10 Power adapters
1 IBM Large Print typewriter
1 IBM Braille typewriter
1 Beta Max player + 30 tapes
2 Recorders (staff)

Hearing Impaired

7 Communicators
3 Printers
1 Answerer

Budget (continued)

Orthopedic

1 Page turner
1 Voice activated recorder

Other Categories

Visually Impaired

Brailler (655)
Braille books (655)
Cassette tapes (655-transfer)
Large print (610)
Braille paper (657)

Hearing Impaired

Captioning ($11,100 outside source)
Film (655)

Orthopedically Impaired + Other

Tapes (655)

General Use

Faculty handbook (610)
Final report (610)
Notary papers (695)
Office supplies (657)
Educational supplies (655)

In-county mileage (602)
Out-of-county travel (601)

Budget By Specific Handicap

Visually Impaired

Rehabilitation specialist (627)
Educational specialist (560)
(521)

Narrators (540)

Equipment (710)
1130 Audio Tapes (655)

Hearing Impaired

Counselor/tutor (560)
Interpreters (560)
Equipment (710)
240 3/4 inch video cassettes (655)
30 2" one hour quad tape (655)

Orthopedically Impaired + Other

Equipment (710)
20 Audio Tapes (655)

Evaluation of Objectives

Overview

Each objective of the program is evaluated by the project director.

1. To increase higher education opportunities for the severely handicapped by modifying materials and by taking the course to the students' homes.

   Homebound handicapped students, particularly those who are visually or hearing impaired, have historically been excluded from higher education. This project modified materials for the visually and hearing impaired and provided equipment, supplementary materials, and support to students with all types of handicaps in their own homes. Most of the students had no previous experience in higher education, and were very enthusiastic about this opportunity. This objective was met.

2. To develop a program which meets the needs of the handicapped users by utilizing their input to decide the appropriate modifications for the materials.

   Students input was extremely valuable in the development of this course. Students with hearing impairments were able to choose between signed or captioned films. They unanimously chose the captioned version. Students asked for help with the vocabulary and concepts and a tutor was hired to summarize and define materials. As a deaf educator, the tutor communicated with students both through sign, lip reading and on the TTY. Some students requested mid-way through the project that they watch the programs as a group and discuss ideas with the interpreter.

Because of the fact that two of the five students were homebound with other disabilities and did not sign, another lived in Broward County, and one worked full time, this group never got off the ground. Two members were able to study together and worked extensively with the tutor.

Visually impaired students chose what types of materials they wanted to use. There was such a variety in the requests that recordings, braille and large print were all needed. Several students requested print enlargers but no one on the Board chose opticon. One student requested a varispeech. Several students needed four track players as they had never used either Talking Books or Recordings For The Blind. Virtually all students requested tape recorders. They chose how the staff was to respond to them - print or recordings. They told the staff to tape their tests instead of reading them. One student taught the tutor how to help her with her extra credit assignments.

Several orthopedically impaired students elected to use tape recorders. One student said he would like to try an automatic page turner and a voice activated tape recorder, though they proved unsatisfactory to him. Students suggested how they would like to take their tests; some recorded, others circled.

The outside evaluation indicates that this objective was met.

3 To develop a program which meets the needs of each individual handicapped student by doing an individual needs survey for each student and responding to it in a way that is satisfactory to the student.

An individual needs survey was done for each student by the rehabilitation specialist in that area. The level of satisfaction on the final evaluation suggests that this objective was met.

4. To modify materials so that they are acceptable to students with the specific handicap for which they were designed.

Materials were modified until they were deemed acceptable to students who would be using them. Most of the negative criticism was directed toward materials that were developed free by volunteer groups. The study guide done by Recordings For The Blind was harshly criticized. A review board for that organization is considering rerecording the study guide. The braille users have found several errors as did the large print users. One of the deaf students felt that the captioning should have contrasted to the background instead of being a standard black on white. The hardest task of the project was to describe the films to the visually impaired. Several methods were field tested and the method selected seemed to be successful. The students who received the best grades listened to these recorded descriptions over and over. This objective was met.

5. To develop a program for handicapped students which they perceive as being generally successful.

Though students had some criticisms and recommendations for improvements in future programs, they perceived this project as being generally successful. This objective was met. (Appendix J)

6. To help to bring homebound handicapped individuals into the "mainstream" as much as possible by providing them with a college level course adapted for their disability, a directory of each others telephone numbers, and frequent newsletters exchanging information.

There was interaction among students. Some were more enthusiastic than others. A small group of students got together for a party, and they have requested a reunion. Quite a few individuals called each other to compare answers and grades. The newsletter was distributed on a regular basis and the counselor, project director and teacher all communicated constantly with students. This objective was met.

7. To encourage students to continue their educations by providing them with advisement and counseling and a positive experience in this course.

   Most students considered this project a positive experience. Quite a few have gone on to take another course. Even among the students who received "D" or "F" grades, several have signed up for another course. Most of these students had not previously taken courses at Miami-Dade. This objective was met.

8. To represent a variety of handicaps from the three main cultural groups in Dade County by engaging in a broad recruiting effort.

   An extensive recruitment effort produced 178 applications for the program. Among the 126 who completed their applications were nine hispanic and ten black students. The final group on the Consumer Advisory Board consisted of 17 caucasians, three blacks, and three hispanics. Students' handicaps included visual impairments, hearing impairments, orthopedic impairments, neurological impairments, and chronic degenerative illnesses. This objective was met.

9. To design an innovative instructional technique to reach a local and national audience by adapting a college level television course to the needs of the handicapped.

The Homebound Handicapped Project is completely replicable. The captioned television component is available free in the State of Florida for the next four years. The Auxiliary Services division of Miami-Dade markets the Art of Being Human films and RSVP component. The audio cassettes of the films for the visually impaired can be obtained also. Recorded books are available from Recordings For The Blind in New York. Braille and large print books are available at Miami-Dade. Scripts and summaries for the hearing impaired can be obtained from Miami-Dade. This program can be offered over TV to the homebound or used in a classroom. One counselor is needed for approximately every ten students. This objective is met.

10. To utilize media as a tool to improve educational opportunities for handicapped individuals by designing a program in which handicapped students can watch television and fulfill all course requirements in their homes.

College credit courses have been offered over television for more than a decade. This has been a boon for students with busy schedules or transportation problems. Media courses, however, have not been addressed to the handicapped. In all probability there have been many handicapped people who have taken and enjoyed these courses. The orthopedically impaired, in particular, could function fairly independently in taking courses if at-home testing were provided. These courses had given no special consideration to the visually or hearing impaired student. The Art of Being Human has been modified to accomodate students with any type of handicap. This objective has been met.

11. To utilize multimedia techniques so that persons with a variety of handicaps will be able to choose a method of learning which best suits their needs.

This program includes course materials in a variety of formats. There are tapes, films, printed and brailled materials. Even within a handicap such as "blindness," students exhibited a preference for recorded materials, brailled materials, large print materials, and regular print materials using a print enlarger. Most students used combinations of these materials. Each student chose the method of learning which he/she preferred and materials were developed and distributed accordingly. Students were also permitted to change to new materials if the ones they originally chose were not working. Each student seemed satisfied with the materials chosen. This objective was met.

12. To enable handicapped students to achieve a better understanding of their unique "humanness" by assisting them in accomplishing the objectives of the Art of Being Human course.

All of the students who completed the program accomplished many or most of the measurable course objectives. Students constantly mentioned that the course made them think about new ideas and that it brought about new realizations. If a passing grade is an indication of accomplishing the course objectives, then most of the students met this objective. It is believed, however, that every student, regardless of grade, achieved a better understanding of his/her "humanness" as a result of this course. This objective was met.

Conclusions

Overview

The project director draws the following conclusions:

"Humanities For the Handicapped" or, as it has come to be known, the Homebound Handicapped Project, accomplished all of its objectives. Students represented all types of handicaps and educational backgrounds, as well as representing the major ethnic groups in the area - caucasian, hispanic and black. Most of the students were truly homebound in the sense that they could not go anywhere without assistance. Many had never been to college, so this was, indeed, an educational opportunity for them. Students had all of the materials and assistance they needed to complete the course successfully, and most did. Students had an opportunity to communicate with the professionals and other students and to share their educational interests. Most of the students found the content of the course itself inspiring. Quite a few have now registered for other Open College radio courses for which Recordings for the Blind are available.

The materials developed are available to other institutions, making this program completely replicable. The basic concepts can also be used in modifying additional courses with the main costs being the narrator for the visually impaired and the captioned films.

The modified Art of Being Human program has been added to the Open College schedule of courses and will continue to recruit handicapped students.

Recommendations

Overview

The project director suggests helpful information for developing a similar program or replicating this one.

The following recommendations are designed for educators who would wish to design a similar program.

- Allow at least a year's lead time to develop materials. The fourteen months allocated for the development and implementation of this program were insufficient to guarantee that all of the materials and equipment would be in place when the students needed them. Because the program was dependent on the production studio, volunteer groups, the purchasing department, etc., the project was scarcely one step ahead of the students the entire time.

- Be aware that there is little bibliographical information that is useful in developing a program of this nature. It is a challenging task to identify local resource persons.

- Be aware of the wide range of costs and shop carefully. Estimates for captioning ranged from $11,100 to $34,000. Know precisely what is needed to accomplish the task. The same is true of equipment which can be very fancy and costly. Because of the abundance of artwork, the "describer" or narrator for the visually impaired was more costly for this project than for other types of subject matter.

- Expect a lack of consensus on most decisions. Handicapped students like all others have preferences concerning how they learn best and what they like and dislike. In some instances there were as many opinions as there were students. The role of the project director is to summarize, clarify, and offer choices between realistic options.

There was consensus, even unanimity, on one point - the broadcast time of 5:40 AM. a factor beyond the control of the college.

- Expect each "group" of handicapped students to know little about other handicaps. Except for being acutely sensitive to the problems of being "handicapped," students in general focused only on problems related to their own type of handicaps.

- It is highly recommended that additional media courses be modified for the handicapped. A science course is greatly needed since virtually every institution has a science requirement. The days of waiving requirements for handicapped students rather than making them accessible are over.

- Be aware that the conclusions from this project are based on rather soft data due to the small number of students in each sub group.

The following recommendations are for institutions which would like to duplicate the Miami-Dade program:

- This program is a useful tool for teaching humanities to visually and hearing impaired students in a classroom setting as well as on television. Hearing impaired students with no other disabilities prefer a group setting.
- Allow enough lead time to obtain all materials from Miami-Dade and such agencies as Recordings For The Blind.
- Support service available must include counselors in the ratio of approximately one for every ten students.
- Any program must be designed with flexibility. Time must be flexible to accommodate students' medical problems. Assignments must be flexible so that PBS programs can substitute for museum

visits, etc. Instructors should consider well-organized recorded assignments for students who can't write or type.

- Expect a great number of drops among the student population. Many students become ill, have surgery, or change their living situation because of their handicap. Be flexible in deadlines and in allowing "Incompletes."
- Inquiries about the program highlighted a need for better access to community information numbers. Be aware of other community resources so that callers can be referred. Call ahead and pave the way; if possible follow-up. A problem which remains unsolved is how to assist the callers with psychological problems. These people were generally not receptive to referral or advice.

Appendices

Appendix A	Objectives of Art of Being Human Course
B	News Releases
C	Copy of Announcement
D	Newspaper articles
E	Preliminary interview forms
F	Appraisal forms
G	Contracts
H	Resumes
I	Newsletters
J	Student Letters
K	Handbook

APPENDIX A

GENERAL GOALS OF THE COURSE

1. To recognize that the art of being human (humanism) involves more than meeting one's "survival" needs, physiological and psychological
2. To recognize one's inner resources for practicing the art of being human: i.e. the humanist's way of life
3. To identify in the ideas of the great philosophers some enduring questions for which there are no absolute answers
4. To recognize those unresolved philosophical questions which are personally relevant.
5. To become familiar with characteristics of recognized works of art, music, literature, and drama that are encountered during the course

Optional*

6. To demonstrate familiarity with local resources for practicing the art of being human
7. To evaluate works of art, music, or drama, utilizing the fundamentals of critical analysis

*In programs making use of these options, students will be provided with specific instructions and guidelines.

MODULE I

The Essence of Being Human

OVERVIEW

The first module of study serves as an introduction to the entire course. Its title is intended to raise some questions about what it means to be human rather than to make a definitive statement. Of course, "human" has definite biological connotations, and simply by being born, most persons achieve in a biological sense "the essence of being human."

On the other hand, connotations other than the biological exist, and thus it is in another sense that this course recognizes and employs the term "human" to refer to what are sometimes described as the "higher" faculties: intellect, rationality, sensitivity to the beautiful, and so on.

While there is no need to use "higher" in a snobbish or elitist context, most people would agree that, over its many thousands of years of development, the human mind has undergone many changes, representing a wide range of complexities. "Lower level" faculties evolved first, followed by the relatively recent "higher" ones. The humanist is the person who, recognizing that he has both lower and higher faculties, has made the choice to make the most of everything, to be, in short, human as fully and richly as possible.

Foremost among the more evident features of the humanist's way of life is the recognition that people have a choice. They may leave their lives alone, making little or no effort to sharpen their higher faculties. Or they can decide there are so many thoughts to think, so many emotions to feel, so many musical notes to hear that one lifetime cannot possibly be long enough. It is very hard for a humanist to be bored.

The humanist's path, however, can be lonely, for society usually requires the very least, not the very best, of which one is capable. Those who choose to think and to question, those who read avidly, those who continually wonder why...run the risk of being stared at, or worse. They may indeed look a bit like the mimes in the first TV program. But, as you will note, the mimes go their placid way, unconcerned.

LEARNING OBJECTIVES

Having completed this module you should be able to

1) recognize the characteristics of the humanist's way of life as presented in the text and TV programs.

2) indicate how the humanist's value system differs from that of the societies depicted in both TV programs.

3) identify problems the humanist may face in a society that is likely to be dominated by technology.

4) differentiate between "survival" needs and "human" needs.

5) relate humanism, as defined in this course, to the issue of human freedom.

LEARNING OBJECTIVES

Having completed this unit of study, you should be able to:

1) relate esthetic experience to the practice of the art of being human.

2) indicate ways in which form affects us esthetically.

3) apply the basic differences between the "classical" self and the "modern", as the terms are used in this module, to an examination of certain preferences and feelings people have.

4) apply Plato's theory of the Forms to the question of whether the beautiful exists independent of the perceptions.

5) summarize other considerations involved in questions of beauty presented in this module.

6) give reasons for the contention that good and bad taste are not purely subjective matters.

7) give reasons for the possibility that good and bad taste are at least to some extent relative.

GLOSSARY OF TERMS

ambiguity: in the humanities, the existence within the same work of more than one possible meaning or even artistic intention. The Mona Lisa was offered as a prime example of ambiguity in art. In fact, the painting derives some of its enormous critical reputation from the very fact that a conclusive interpretation of the lady's facial expression is not available.

Baroque: a style of art, architecture, and music popular from the late 16th to the early 18th centuries. It is characterized by excessive ornamentation and brilliance. The Baroque abounds in the churches of the period, its excesses taking the form of painted ceilings, gold cherubs, and so on.

camp: the deliberate use of bad taste in art, entertainment, or home decor by elitists who know that their in-group will recognize the joke. It can also mean an affectionate cultivation of certain old movies, recordings, or fashions which are not in vogue for the majority, but become vogue for the few.

esthetic: as used in this module, an inner sense of well-being experienced in the presence of the beautiful

form: as used in this module, any arrangement of components, either in the natural world or in the arts, which affects us esthetically. It does not mean shape or outline, though shape may be one of the components. It does refer to the wholeness or completeness of the arrangement.

Form: a very specialized use of the word (note always with a capital letter) in Plato's celebrated theory. It is sometimes called a "universal" or an "essence." In the theory, the reality of anything is not the material thing itself but its essential nature - or, we might say, the idea behind it. Thus the reality of a good deed would be the goodness it embodies. In Plato the Forms are timeless; each of us is born with a knowledge of them.

Golden Section: also known as the Divine Proportion; this is a geometrical relationship which is considered to be of universal esthetic appeal. The relationship can be expressed verbally in this way: if there are two lines (as in a rectangle) the shorter is to the longer as the longer is to the sum of the two. Greek geometricians were supposedly fond of asking people to divide a stick in half at the most pleasing point, and supposedly the two sections inevitably fell into the "golden" relationship. The phenomenon is interesting to consider relative to the question of whether beauty has objective existence.

MODULE III

The Way of the Artist

OVERVIEW

From Stone Age cave paintings, in which early man attempted to gain control over his quarry by capturing their images, to contemporary abstractions humanity has used art to create its own environment and to achieve a measure of immortality.

The way of the artist, as this module demonstrates, is not always the easiest path on which to travel. While we might blink our eyes at some of the more extreme innovations of today's artists, often wondering by what right some of their works "deserve" to be labeled art, we need to remind ourselves that there has always been modern art, even in the Middle Ages. There are always those in any period who run the risk of public scorn and loss of favor by expressing what they truly feel and in the way they know it should look. In this sense, artists themselves are models of the humanists' decision not to compromise when such a step would inhibit their creativity.

Thus in this module we define art not by the characteristics of a particular age or style, but in terms of the enduring human need to do certain things: stand tall, reach out, alter the environment, imitate nature, and sometimes to create in terms of color, line, and shape what has never existed before.

You are invited to come to art, not with rigid expectations of what it should be, but with an openness that can only result in your own enrichment. If a sculpture that looks like a giant ice bag finally leaves you cold, let your evaluation at least reflect a willingness to give the artist a fair amount of attention.

LEARNING OBJECTIVES

Having completed this module, you should be able to

1) explain the function in human society of artists and their art.

2) cite major examples of both traditional and contemporary approaches to painting and sculpture.

3) specify comparable and contrasting motives in artists of the past and the present.

4) explain the love of heights, the resistance of the medium, and the need to imitate or alter as factors in the psychology of the artist.

5) give examples of methods artists use to portray emotions like anger, love, and so on.

6) evaluate the theory which delineates artists as individuals maladjusted to their environment and at odds with themselves.

MODULE IV
The Way of Music

OVERVIEW

Music is the shaped sound between silences; it is humanity's defense against accidental, random noise and constitutes therefore the planned audio environment. No doubt music originated in humanity's efforts to imitate the pleasing sounds that existed naturally: the sounds of water, wind, or the song of a bird. But as musical tradition grew, the creators of these "shaped sounds" reached out for more and more unusual and complex combinations of sounds. Rhythm, harmony, dissonance, and improvisation added to melodic lines produced a rich variety of audio experience, enabling people to discover what their feelings sounded like. Very often, however, musical innovations are met with hostility as the expectations of listeners are thwarted. Contemporary music is characterized by a wide range of sounds, many of them extremely alien to ears accustomed to softer, more romantic tones. Since music enables us to achieve a heightened awareness of what we are like deep down inside, it follows that one should develop an attitude of openness and tolerance toward what may strike one at first as too unfamiliar to be acceptable.

LEARNING OBJECTIVES

Having completed this module of study, you should be able to

1) define the basic musical elements presented in the module.

2) explain the relationship between music and silence.

3) explain the functions to individuals and societies of both music and silence.

4) relate the following musical elements to aspects of the self: rhythm, harmony, dissonance, melody, and improvisation.

5) relate what is generally happening in music today.

6) explain why it is unwise to limit one's tastes in music.

7) indicate the characteristics of a Bach toccata and fugue, a Beethoven symphony, blues, jazz, rock, folk music, and popular songs.

MODULE V
Myths and Identity

OVERVIEW

Mythology is more than the means by which "primitive" people explained what they could not understand. The mythmaking instinct has always been a basic psychological need for the individual and a basic cultural need for the group in order to insure its survival. We can tell a great deal about ourselves from a close look at the myths which remain important to each of us and a great deal about a given culture from its principle myth figures and symbols, such as the journey, the impossible task, and magic rituals.

LEARNING OBJECTIVES

Having completed this module, you should be able to

1) define myth as a social, ethnic, and personal phenomenon.

2) describe the various functions of the fairy tale.

3) analyze the hero (or world or mono-) myth as a projection of fundamental human needs and concerns.

4) describe the component parts of the hero myth.

5) demonstrate the relationship among myths, dreams, and the unconscious.

6) analyze prominent themes and symbols found in mythology.

7) apply the American myth of "The Garden" to appropriate American values.

8) summarize the purposes behind the new space-age mythology.

MODULE VI
Apollo and Dionysus

OVERVIEW

One of the graces of the philosopher is the ability to point out to the rest of us a vital truth by which we may come to understand ourselves and our world better. Often the clues we need are simpler than we ever dreamed. Such is the case with Nietzsche's perception of the significance to human life of the ancient Greek gods Apollo and Dionysus. Far from being long-dead mythical beings, these extraordinary creations represent two fundamental polarities in humanity's inner being.

Our Apollonian component represents reason, order, and creation - products of the contemplative mind; whereas our Dionysian side tends toward passion, disorder, and destruction - the way of the flesh. Each approach has its merits and faults. The strict Apollonian way yields stability but tends to stifle intuition and novel ideas. A truly Dionysian attitude, on the other hand, would allow for freedom to develop new ideas, but, alas, these very ideas could be lost in the accompanying chaos. The ideal is to balance these two forces, capturing the best of each.

The implications of the Apollonian and Dionysian aspects of our nature are endless: they shape our life-styles; they activate social movements; they influence the arts, sciences, and philosophy. This interaction of opposing elements, this pendulum-like shifting back and forth from one extreme to the other, expresses the rational and non-rational needs of human existence.

LEARNING OBJECTIVES

Having completed this module of study, you should be able to

1) summarize Nietzsche's psychological applications of the myths of Apollo and Dionysus.

2) relate Apollo and Dionysus to familiar aspects of human life, including education and leisure time activities.

3) point out the disadvantages of remaining at either extreme in the development of a society, a cause, an individual's personality.

4) explain the concepts of the Apollonian and Dionysian as forces in art and the structuring of social institutions.

5) explain a theory of history which accounts for human events in terms of the oscillation between these two poles.

MODULE VII

Philosophy: Moral Values

OVERVIEW

Any number of conflicting moral values seem to underlie human actions. The blood of millions has been shed in the name of moral principles. The human race has, for this and many other reasons, always been and continues to be deeply concerned over moral issues. The foundation question in moral philosophy is: where do moral values come from? Answers are readily available, but, once we have some within our grasp, we are led to a thornier set of problems, such as the basis for choosing among possible moral sources. In one corner sit reason, religion, and a host of universal "shoulds"; in the other, the principle that morality can relate only to specific situations, that in the final analysis all sides of moral issues need to be considered. One profound, noteworthy - and in the opinion of some, tragically insufficient - attempt to solve the dilemma in terms of today's society is existentialism, a philosophy that stresses freedom of moral choice but makes the individual solely responsible for the consequences.

LEARNING OBJECTIVES

Having completed this module, you should be able to

1) summarize the basic concerns in moral philosophy.

2) define moral values and moral sanctions in rational, religious, cultural, familial, and personal terms.

3) distinguish among moral shoplifting, the public moral conscience, work, and causes as factors in moral philosophy.

4) specify and distinguish among the moral viewpoints taken by Socrates, Marx, Sartre, and the situationists.

5) summarize the parable of Gyges and its applications to moral philosophy.

6) relate the parable of Abraham and Isaac to fundamental issues in moral philosophy.

MODULE VIII

Philosophy: Faith and Science

OVERVIEW:

For almost as long as formal philosophy has existed, there has been a controversy over the nature of certainty. That is, philosophers have asked "What can be known?" and "How can we ever be sure that what we think we know is valid?" Plato stated that certainty is attainable only through reason; certainty belongs to the conceptual realm, not the physical world. Aristotle, the father of the scientific method, allowed for the role of observation and experiment in human knowledge, declaring that there are natural truths as well as metaphysical truths. With the advent of Christianity, a momentous distinction was made between the knowledge that man could attain through reason or science, and faith, through which alone man could grasp ultimate truth. Since man was imperfect, it followed that the human mind was too frail to comprehend God logically. But faith had its problems. Faith said, for example, that, since God made the world, the world must be good. But reason indicates otherwise. Late in the Middle Ages religious thinkers attempted to reconcile reason and faith. But it was not long before the scales became tipped in the direction of reason. With the rise of science beginning in the 17th century, the case for faith faltered; and philosophers began to assert that, if certainty were attainable, science would have to lead the way. The old promise, however, that science would one day explain everything has remained unfulfilled; and now we note a decided resurgence of faith - not just in religion, for religion has always placed faith at the top of the priority list, but in a good many formerly impartial minds, some of whom are suggesting that ultimate reality cannot be found in a laboratory nor ultimate truth on a computer.

LEARNING OBJECTIVES

Having completed this module, you should be able to

1) cite a variety of interpretations of "certainty" and ways of achieving it, according to philosophers, theologians, and scientists.

2) demonstrate an awareness of ways in which logic rather than faith alone has been invoked to prove God's existence.

3) demonstrate an awareness of difficulties which have historically existed for those who have elected faith over science (e.g. the problem of evil).

4) indicate when and why the scientific method, as we now know it, began to emerge in human culture.

5) point out significant events in the long conflict between faith and science.

6) point out contemporary trends which indicate that the conflict is far from resolved.

7) recognize those unresolved philosophical questions of faith and science which are personally relevant.

MODULE IX

Philosophy: Eastern/Western Consciousness

OVERVIEW

Increasing numbers in Western society, dissatisfied with prevailing value systems and a way of life they find futile and unrewarding, are looking to the East, especially to Buddhist practices, for meaningful alternatives. Influenced by the importation of Buddhist art and philosophy, by the knowledge of various forms of Buddhism brought back by travelers and those who served in Viet Nam, and by the lectures and writings of such advocates of Buddhism in the West as Alan Watts, D. T. Suzuki, and Chögyam Trungpa, thousands are beginning to question the wisdom of pursuing time-honored Western goals. Even when circumstances do not allow a total commitment to a life characterized by the egoless and non-aggressive states achieved through meditation, many have fashioned for themselves a new manner of existence which is in effect a synthesis of East and West. Whether the path of total Buddhist commitment or that of compromise will work for everyone is subject to debate, but it is important for anyone's growth to investigate other forms of awareness and other means of structuring existence.

LEARNING OBJECTIVES

Having completed this module, you should be able to

1) present some broad differences other than geography which separate Buddhist and Western approaches to life.

2) indicate some reasons for the present interest in Budddhist thought and life-styles in Western society.

3) differentiate among Hinduism, mainstream Buddhism, Tibetan Buddhism, and Zen Buddhism.

4) discuss the emergence and characteristics of American Buddhism.

5) present some objections to Buddhist philosophies and life-styles advanced by Western critics.

6) determine what your own life-style might be if you were to introduce Buddhist elements into it.

MODULE X

Two Masks—One Face

OVERVIEW

Tragedy and comedy are the major forms of dramatic art, surviving from age to age with an obvious capacity for filling deep rooted psychological needs. More than passing entertainments, they represent aspects of the human personality and fundamental attitudes toward what happens to us during our lives. There are times when we are appallingly surrounded by disastrous events and have no choice but to see life as tragic. But, fortunately, there are other times when we have no choice but to laugh - at ourselves and others for all of the nonsense we human beings are guilty of doing and believing. Whether we should weep or laugh all of the time is open to question, but one thing seems clear: the person who cannot do either one is somehow missing the chance to maintain a psychological balance.

LEARNING OBJECTIVES

Having completed this module, you should be able to

1. describe the nature and characteristics of notable achievements in tragic and comic art.
2. describe the nature and purposes of tragedy as a form of dramatic art.
3. summarize Aristotle's theory of tragedy.
4. contrast the classical and modern tragic protagonist.
5. define the fundamental nature of comedy in comparison with and in contrast to that of tragedy.
6. describe tragic and comic attitudes as resources for living.

MODULE XI
Media and Message

OVERVIEW

For centuries people talked about knowledge as if it were a collection of fact and principles transferred intact from one mind to another. In recent years, however, there has been an explosion of knowledge about knowledge. We are beginning to understand that we do not just "know" things. We know in different ways, depending upon the medium which is communicating to us. Marshall McLuhan and his followers have made us acutely conscious of the nature and the role of media, particularly as they affect the thought or feeling they are transmitting. A medium makes certain thoughts and feelings possible, and not others. It makes certain kinds of perception possible, and and not others. The artist communicates art thoughts and feelings, which are different from those which music or philosophy can convey. The photograph cannot be censured for failing to say what a painting can. The medium does not permit the duplication. Each medium has its peculiarities and limitations and has helped to shape the kind of creatures we are and the kind of civilization we have. In particular the medium of print has had profound, conditioning powers ever since its invention nearly five centuries ago. But in our time, a media revolution is taking place. Human beings, once accustomed to thinking and to perceiving life in a manner imitative of the printed page (word by word, line by line), are becoming more accustomed to the visual media of television and films. The shift in media dominance will no doubt effect far-reaching changes in human nature and society.

LEARNING OBJECTIVES

Having completed this module, you should be able to

1) define the word medium in terms developed by Marshall McLuhan and his followers.

2) clarify what McLuhan means by his famous pronouncement: "The medium is the message."

3) explain the effect of print on perception and thought.

4) contrast print and visual media.

5) point out ways in which environments communicate messages to us.

6) show how the loss or absence of vision can be interpreted as the substitution of one dominant medium of perception for another.

7) demonstrate ways in which the television medium can condition our minds and emotions.

MODULE XII

The Art of Living: What is Love?

OVERVIEW

Love is a concept surviving through history, through radically altering its meaning and significance from time to time and from culture to culture. Love is both an experience not universally understood or shared and a romantic ideal widespread in our culture. Hence a choice among definitions of love is possible. Certainly the range of possibilities is at least as great as it seemed to the Greeks, who placed eros, or physical love, at one end of the spectrum and agapé, or spiritual love, at the other. The amount of unhappiness suffered in the name of love suggests that very often people's expectations about love do not match reality.

LEARNING OBJECTIVES

Having completed this module, you should be able to

1) summarize some of the major definitions of love relative to particular times and cultures.

2) distinguish among various types of love relationships, such as familial love, friendship, and altruism.

3) compare and contrast theories of love advanced by Plato, St. Paul, La Rochefoucauld, Freud, and Fromm.

4) trace the derivation and continuing impact of romantic love as an ideal.

5) point out examples of the persistence of the Victorian model of male/female relationships.

6) show how traditional attitudes toward "masculine" and "feminine" spring from historical and cultural contexts as much as the ideals of love relationships.

MODULE XIII

The Art of Living: What Is Happiness?

OVERVIEW

There are as many definitions of happiness as there are of love and other human ideals. Some philosophers have made pleasure the core of a happy existence, while others have indicated that happiness is not at all the same as pleasure, that happiness and pleasure may even be incompatible! Small wonder that so many people find themselves frustrated. They not only feel themselves to be unhappy, but they cannot really say why. Lacking a clear sense of the goal, they cannot decide which road might lead them to it. But a number of clearly defined roads exist nonetheless: e.g. Aristotle's, for whom happiness has nothing to do with the day-by-day experience of life; Don Quixote's and that of the millions who have followed in his footsteps, seeking fulfillment in dreams that cannot come true; and more recently that of B. F. Skinner, who maintains that scientific planning and control can create a happy society.

LEARNING OBJECTIVES

Having completed this module, you should be able to

1) recognize the key elements in Aristotle's theory of happiness, hedonism, Epicureanism, stoicism, and utilitarianism.

2) identify human needs which create utopian idealism.

3) present your own views regarding the practicality and desirability of conscious utopian experiments.

4) contrast the approaches to living embodied in the characters Don Quixote and Sancho Panza.

5) identify the discovery made by Faust of the true secret of happiness.

6) identify an approach to the subject of happiness which is most congenial to your own needs and temperament.

MODULE XIV

The Art of Living: Coping with Death

OVERVIEW

Until recently death has not been a popular subject. It was a dread event to be mentioned only in its poetic and literary senses, or confronted in the movies. There is a new attitude emerging, however: if life is to be lived as fully and as richly as possible, people must confront their death attitudes, their fears about not only personal extinction and the loss of others, but also about aging and major life transitions. Only in this way can they begin to locate sources of life affirmation. There have always been beliefs in immortality, found in mythology and religion. But there are growing indications of scientific support for transcending the fear of death. Recent investigations indicate that death may actually be not fearful at all but perhaps even the beautiful experience cynics once said was possible only in poetic fantasy.

LEARNING OBJECTIVES

Having completed this module, you should be able to

1) identify reasons for the fear of death in Western society.

2) contrast attitudes toward dying and/or the rituals of death in rural and metropolitan areas, and in Eastern and Western societies.

3) define the various "death attitudes" as psychologically debilitating forces.

4) identify life-denying elements in our society which spring from death attitudes.

5) explain recent investigations into the nature of dying.

6) identify resources for life affirmation in nature, religion, and mythology.

MODULE XV

Freedom: Humanists versus Determinists

OVERVIEW

The humanist's approach to life is based upon freedom to make rational choices among significant alternatives. If such freedom does not exist, says the humanist, why bother training the mind to think critically and effectively? Why bother creating an image of an enriched life, filled with speculation, the arts, and sensible discourse, if the talents for achieving such a life do not reside in each of us, awaiting only the decision to actualize them? Nonetheless, there exist very responsible arguments for the belief that we are driven to our present states, not by conscious choice, but by a host of determining factors: our own unconscious drives, genetics, environment, and the positive and negative reinforcements which from a variety of sources mold our attitudes and shape our expectations. Some behaviorists, notably Skinner, insist that, since we are inevitably conditioned to be as we are, an enlightened society can develop a meticulous system of behavioral engineering to produce a nobler race of beings - to create, in short, the ideal end result of which humanists dream. But humanists tend to object on the grounds that the fully humanized, the actualized, citizen is the one who, having become aware of the forces attempting to mold him, decides for himself which ones to accept, or reject, or totally revise. Those who hold a determinist view of life deny that such finely tuned awareness is possible. Those who do not, often insist that the person who <u>won't</u> think for himself is not necessarily a person who <u>can't</u>.

LEARNING OBJECTIVES

Having completed this module, you should be able to

1. identify possible support for the view that there is free will.
2. identify the support for determinism which has been provided by behavioral schools in biology and psychology.
3. identify other arguments against freedom of the will.
4. describe some elements in what B.F. Skinner calls a "technology of behavior."
5. identify objections to behaviorism which are sometimes raised by humanists.
6. single out viewpoints in the free will/determinism controversy which appear personally relevant.

APPENDIX B

MEMO | from the desk of

ETHEL TOMBRINK

Karen:

The story went to 22 weeklies and semi-weeklys, such as Neighbors, Community Newspapers, News Leaders etc., plus the education editors at The Herald and News. Also to Ray Meyers, WDNA, and Denny Wood, The Southwest Monitor, and the Catalyst, Falson Times and Downtowner.

The Public Service Announcement went to the Public Service Directors at 29 radio stations and 6 television stations, plus Ray Meyers.

ET

MIAMI-DADE COMMUNITY COLLEGE

FROM: MIAMI-DADE COMMUNITY COLLEGE
College Information Service
11011 S.W. 104 Street
Miami, FL 33176

MEDIA CONTACT: Ethel Tombrink
596-1223

FOR: Public Service Director
FOR USE JANUARY 7 AND AFTER

MIAMI-DADE COMMUNITY COLLEGE IS SEEKING ASSISTANCE OF THE HOMEBOUND HANDICAPPED IN ADAPTING THE NEW COURSE..THE ART OF BEING HUMAN..TO THE HOMEBOUND HANDICAPPED....THE COLLEGE IS CAPTIONING THE FILMS FOR THE DEAF...RECORDING THE THE TEXTBOOK FOR THE BLIND..AND PROVIDING A VARIETY OF TECHNICAL AIDS TO ASSIST STUDENTS.....ALL MATERIALS AND SERVICES WILL BE BROUGHT TO THE VOLUNTEERS SO THAT THEY MAY REVIEW THE WORK AND MAKE SUGGESTIONS...APPLICANTS FOR THIS ADVISORY BOARD WORK MUST BE 18 YEARS OF AGE AND WILL BE SELECTED ON THE BASIS OF INTEREST, ABILITY TO COMPLETE THE COURSE AND SPECIFIC HANDICAP...EACH PARTICIPANT WILL THEN TAKE THE COMPLETE COURSE, TUITION FREE...UPON COMPLETION OF THE PROJECT, THE STUDENT WILL RECEIVE THREE COLLEGE CREDITS PLUS A $250 STIPEND... THOSE INTERESTED MAY CONTACT THE PROJECT DIRECTOR AT MIAMI-DADE'S OPEN COLLEGE, 596-1333.

ET:mm
12/14/79

FROM: MIAMI-DADE COMMUNITY COLLEGE
College Information Service
11011 S.W. 104 Street
Miami, FL 33176

MEDIA CONTACT: Ethel Tombrink
596-1223

FOR IMMEDIATE RELEASE

Miami-Dade Community College is adapting the new Open College course, The Art of Being Human, to meet the needs of the homebound handicapped.

In order to make sure the work is helpful, Open College is seeking the aid of volunteer handicapped persons who will serve as a consumer advisory board.

M-DCC is captioning the course's film component for the deaf, recording the course textbook for the blind, and providing a variety of technical aids that will assist the handicapped student.

The volunteer workers will review these materials to make sure they meet the needs of the handicapped and make suggestions as to what should be changed or added to enhance the learning process. These materials will be brought to the volunteer's home. Each participant will view several of the 15 film segments of The Art of Being Human.

Volunteers for the advisory board must be 18 years of age or older and will be selected on the basis of interest, ability to complete the course, and specific handicap (blindness, deafness, orthopedic or neurologic disability, chronic illness).

After the adaption has been completed, the participants will take the full course, tuition-free, and receive three college credits, plus a $250 stipend.

The project is being funded through a grant from the Bureau of Education for the Handicapped of the U.S. Department of Health, Education and Welfare.

Those interested in serving on the project may contact Karen Tachibana, the project director, at Open College, 596-1333.

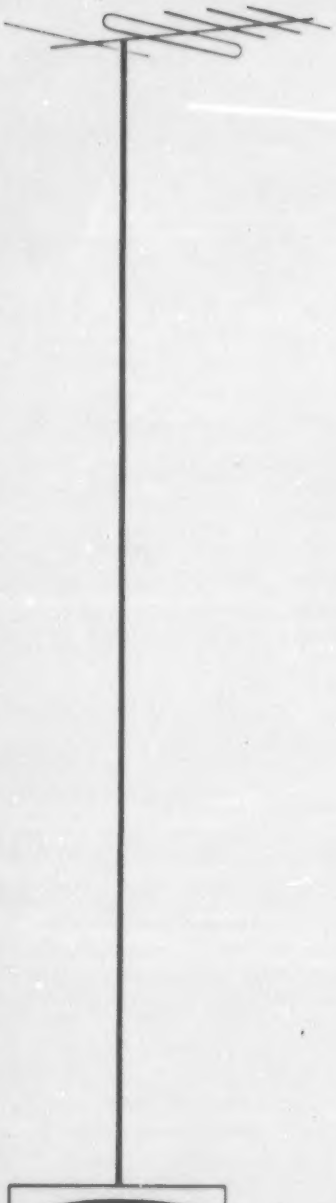
ET:mm
1/4/80

MIAMI-DADE COMMUNITY COLLEGE
OPEN COLLEGE ■ 11011 S.W. 104th STREET ■ MIAMI, FLORIDA 33176

DIRECTOR OF OPEN COLLEGE
(305) 596-1333

ATTENTION HOMEBOUND HANDICAPPED

Miami-Dade Community College needs your assistance in adapting the exciting new course, **The Art of Being Human**, to the homebound handicapped. We are interested in people who have not been able to attend college because of their disabilities. We want **you to teach us** how to help you learn best.



This course will be offered in your home over TV. All materials and services will be brought to you. We are captioning the films for the deaf, recording the textbooks for the blind, and providing a variety of technical aids to assist students in learning. Professional staff will be continuously monitoring each student's progress, and tutors will be available if they are needed. In order to find out if we are doing this right, we need you to review the materials and tell us what helps you learn and what needs to be changed or added to make this material clear to you.

No experience with college is necessary. If you are 18 years of age or older, even a high school diploma is not required.

Applicants will be selected for our consumer advisory board on the basis of interest, ability to complete the course, and specific handicap (blindness, deafness, orthopedic or neurological disability, chronic illness).

Each participant will receive free tuition for the course. Upon completion of the project, the student will receive three college credits in humanities plus a $250 stipend.

Please contact: Karen Tachibana
Project Director
596-1333

OPEN COLLEGE

An Equal Access / Equal Opportunity Community College

APPENDIX D

Florida
CLIPPING SERVICE
P.O. BOX 10278
TAMPA, FLORIDA 33679

Miami Times
Negro Weekly

MAR-6 80

M-DCC Seeking Handicapped For Advisory Board

Handicapped persons are being sought by Miami-Dade Community College to serve as a consumer advisory board.

M-DCC is adapting the new Open College course, The Art of Being Human, to meet the needs of the homebound handicapped.

The college is captioning the course's film component for the deaf, recording the course textbook for the blind, and providing a variety of technical aids that will assist the handicapped student.

The volunteer workers will review these materials to make sure they meet the needs of the handicapped and make suggestions as to what should be changed or added to enhance the learning process. These materials will be brought to the volunteers' home.

After the adaption has been completed, the participants may take the full course, tuition-free, and receive three college credits, plus a $250 stipend.

The project is being funded through a grant from the Bureau of Education for the Handicapped of the U.S. Department of Health, Education and Welfare.

Those interested in serving on the project may contact Karee Tachibana, the project director, at Open College, 596-1333.

MIAMI HERALD
SUNDAY

school scene

The handicapped can help plan a new course at Miami-Dade

Miami-Dade Community College is looking for handicaped persons to work as volunteers with their new consumer advisory board.

The volunteers will review materials the college plans to use for a new Open College course for homebound handicapped persons. The course is called the Art of Being Human.

Volunteer participants can take the course tuition-free and receive three college course credits. They will also get $250 stipends.

Materials for review will be brought to the handicapped volunteer's home.

For more information, call Karen Tachibana, project director, 596-1333.

RECITAL — The South Miami High School concert band has scheduled a performance at 8 p.m. Friday at the school, 6856 SW 53rd St. Tickets cost $2.

AUCTION — The Carrollton School is sponsoring an auction from 6 to 8 p.m. Saturday at the school, 3747 Main Highway. Admission is $5 and includes a free drink and hors d'oeuvres. Call 446-5673 for reservations.

LECTURE — A lecture on science in developing countries is scheduled for 4 p.m. Monday at the Center for Advanced International Studies, 1531 Brescia Ave., University of Miami.

MUSICAL — Palmetto High School's choral department is presenting the musical play, *The Sound of Music*, at 7:30 p.m. Wednesday, Thursday and Friday at the school, 7460 SW 118th St. Tickets cost $2. For information call 235-1360.

CHESS — The chess club of Kinloch Park Junior High School is presenting a simultaneous chess match from 6:45 p.m. to 7:30 p.m. Internal Revenue centers throughout Dade. For more information, call 284-5473 or 350-4183.

REAL ESTATE — A course in real estate principles and practices for salespersons is scheduled from 6:30 to 10:30 p.m. Mondays and Wednesdays starting March 10. Fee is $95. Call 284-3313 for more information.

FAIR — The Vineland Elementary School PTA has scheduled a Spring Fair from 11 a.m. to 4 p.m. Saturday at the school, 8455 SW 119th St.

PHOTOGRAPHY — Beginning and advanced photography courses are scheduled from 8 to 10 p.m. starting Tuesday and Wednesday at the Museum of Science Planetarium, 3280 S. Miami Ave. To register call 854-4242, extension 44.

WRITING CONTEST — High school students can submit original poems and short stories for a writing contest conducted by the National League of American Pen Women.

NEIGHBORS

☐ CORAL GABLES ☐ COCONUT GROVE ☐ KEY BISCAYNE ☐ SOUTH MIAMI ☐ WEST MIAM

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Open College Receives Grant To Adapt Handicapped Course

The homebound handicapped are being asked for their singularly authentic help in adapting to their needs the Open College course titled "The Art of Being Human." For this help they will be compensated scholastically and monetarily.

Physically handicapped volunteers will serve as members of an M-DCC consumer advisory board for planning toward three main goals: captioning of the course's film components for the benefit of students with impaired hearing, recording of the textbook for the benefit of students with impaired sight, and providing technical aids on the basis of the volunteers' exposure to components.

Materials for viewing several of the 30 film segments of "The Art of Being Human" will be taken to each volunteer's home. Reaction will be evaluated and changes will be made where necessary to enhance the learning process.

Handicapped volunteers for the advisory board must be high school graduates or at least 18 years of age. They will be selected for membership on the basis of interest, ability to complete the course, and specific handicap, such as blindness, deafness, orthopedic or neurological disability, or chronic illness.

After accepted suggestions have been implemented, consumer advisory board members will take the full course tuition-free, and will receive three college credits plus a $250 stipend. Project funds are supplied by a grant from the Bureau of Education for the handicapped of the U.S. Department of Health, Education and Welfare.

Handicapped persons interested in helping may contact Karen Tachibana, project director at Open College, 596-1333.

NWC Campus' Placement Starts Peace Corps Recruitment

The New World Center Campus' Career Planning and Placement Office has started implementing the Peace Corps recruitment plan at that campus. Carlos M. Garcia, coordinator of Career Planning and Placement, and Cherry Smith, a Bahamian student majoring in accounting who was chosen to work as campus recruiter for Peace Corps, represented Miami-Dade in a Peace Corps conference held recently in Atlanta and attended by representatives from 33 colleges and universities.

The Peace Corps awarded a $6,000 contract to Miami-Dade Community College, New World Center Campus, to increase student awareness of Peace Corps opportunities and to provide an assistantship to a student to coordinate the program's activities on campus.

The project is part of a demonstration program being conducted this year in 31 southeastern colleges and universities and two community organizations to increase minority participation in the Peace Corps and to improve recruitment in highly competitive occupational skills areas.

Receives Scholarship

Dr. Ambrose Garner, South Campus vice-president, presents a $125 scholarship certificate to Sue Cason, Audiovisual department. Sue is currently attending Florida International University part time where she is working towards a degree in art education. She has been at M-DCC for two and one-half years. The scholarship was sponsored by Faculty/Staff and Program Development.

Education, Employment, Legislation: Conference Theme

The second annual conference on the handicapped in higher education will be held Feb. 27-29 in Jacksonville.

A 3-E* Approach: Action Now for the Handicapped (*Education *Employment *Equality Legislation) is the theme of the three-day meeting at the Sky Center Inn.

Cosponsors are the Division of Community Colleges, Florida Junior College at Jacksonville, The State University System, The University of North Florida, Florida State Office of Vocational Rehabilitation and Opportunity Development Inc. of Jacksonville.

Sessions will include practical points in articulation/recruitment; career development, interpretation of regulations and legal implications, instructional planning, job placement and effective lobbying.

Registration fee is $30 which includes a banquet, coffee breaks and all materials.

Cost of accommodations at the Sky Center Inn is under $25 for a single room, under $20 for a double room.

Further information may be obtained by contacting Eleanor Gay, Florida Junior College at Jacksonville, (904) 358-1812 or phone SUNCOM 269-1221.

NOW SHOWING

EVENTS

As many of you know the National Theatre of the Deaf will be appearing at Barry College on March 11, which is a Tuesday night. Tickets for the performance are $5.00. You can write Barry College Developement Division 11300 NE 2 ave in Miami Shores for your tickets, or call 758-3392 extention 316.

Pat Morrison of Wayside Baptist Church announces that the church bus will be available for rides to Barry College on March 11. If you are interested in obtaining a ride please be at Wayside 7701 SW 98 Street at 6:45 pm.

The Claude Kipnis Mime Theatre will be performing at the Coconut Grove Playhouse, Tiesday April 1st. For tickets and information call the Players Theatre (voice) 442-4000.

FRID WORKSHOP

The annual FRID meeting/workshop will meet in St. Petersburg March 28 & 29. The theme will be educational interpreting. For more information write SEFRID - 6507 Sunset Strip, Sunrise, Florida 33313

RELIGIOUS ITEMS

JESUS '80-

March 19-22 in Orlando, JESUS '80 will happen. Lottie Riekehof will be on hand to interpret the entire festival with her associates. Tickets are now on sale and information is available by writing to- Jesus Festivals, P.O. Box 7447, Orlando, Florida 32854 or call DSB.

DEAF SERVICES NEWSLETTER

ATTENTION HOMEBOUND HANDICAPPED

Miami-Dade Community College needs your assistance in adapting the exciting new course, "The Art of Being Human," to the homebound handicapped. We are interested in people who have not been able to attend college because of their disabilities. We want you to teach us how to help you learn.

This course will be offered in your home over TV, and all materials and services will be taken to you. We will be captioning films for the deaf, recording textbooks for the blind, and will provide a variety of technical aids to assist students in learning. Our professional staff will continuously monitor each student's progress, and tutors will be available when needed. To find out if we are doing this to your best advantage, we need your help to review all the materials. Then tell us which methods help you to learn, and what should be changed and/or added to make this material more useful to you.

If you are eightteen years of age or older you may apply. A high school diploma is not required. No experience with college is necessary.

Applicants will be selected for our consumer advisory board on the basic of interest, ability to complete the course, and specific handicap (blindness, deafness, orthopedic or neurologic disability, chronic illness). Each deaf student will receive a new TTY, probably a PORTA-TEL, to use for the duration of the project.

Each participant will receive free tuition for the course. Upon completion of the project, the student will receive three college credits in humanities plus a $250 payment.

To apply please contact: Karen Tachibana
Project Director
596-1333
or call D.S.B. 444-2211 (TTY)

NEWSLETTER: 1 February 1980
HEAR-TECH/SSI OF FLORIDA

The other phase of the TTY movement that is important is for you to let us know what businesses you want to make TTY equipment available. So far, I have received three suggestions this month from you and they are currently being pursued. Keep those cards and letters coming in!!!!! We want to have the equipment available in the locations that you need to have available, however, I am not a mind reader, so I need some support from you and your help as well. Let me know and we will work together to make the equipment a reality.

By the time you receive this Newsletter, this office will have moved!!!!!! We are now located in the Washington Federal Building on 167th Street in Miami. Please note the new telephone number is 651-2994, Please feel free to stop in and visit us in the new offices. The exact address is as follows:

HEAR-TECH/SSI OF FLORIDA
633 N.E. 167th Street
Suite 1020
North Miami Beach, Florida 33162

Y'all come see us sometime, hyah!!!!!

What else is new this month? Well, the Deaf Service Center in Tampa is not new this month, but it is fully operational this month. Bill Turner is devoting a full time effort to running the show along with his able assistant Gladys. Those of you from that area should be sure to give Bill a call and welcome him if you have not already done so, the telephone number is 813-223-2280 (V or TTY) or 813-223-2285 (V or TTY).

Miami Dade Community College, Open College Division has a new program that they are offering this month. You will find a Flyer enclosed that gives the detail. Karen Tachibana has really done a super job of co-ordinating the program, so give her a call if you are interested or if you know of someone else who might be interested.

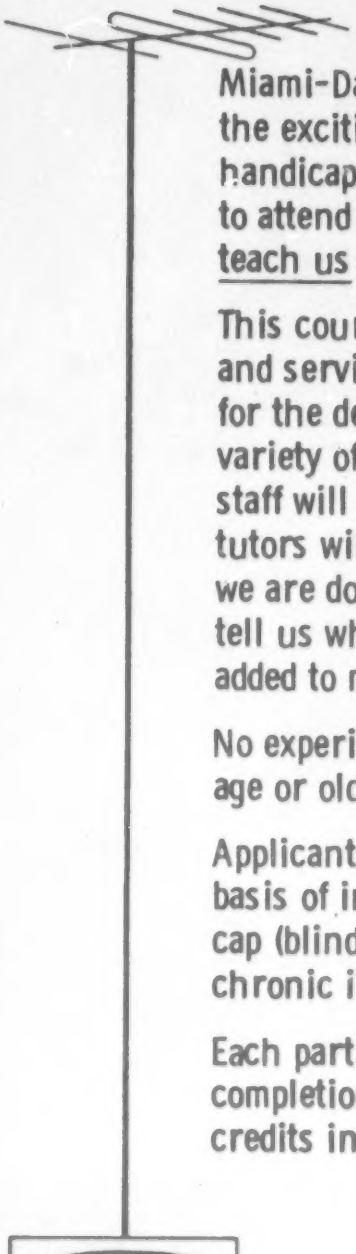
In the Jacksonville area, look for a new Legal Program on TV that will be interpreted especially for the Deaf. Primarily, the show will deal with those problems that would directly affect the deaf community and your needs. Be sure to tune in and make them aware of your interest and those areas that you would like to see covered.

What else is new? Welcome two more people into the SSI family. Hal Coggins, in Panama City and Barbara Stanley in Tallahassee are new Dealers for SSI (Porta-Tel) System of TTY equipment. They have the equipment in stock and the local organizations in their respective areas should expect to hear from these two live wires shortly. Please, do not wait though, call them and let them know how they can best help you and you communications needs in those ares of the state. Hal can be reached.....V or TTY at 904-785-7478 and Barbara can be reached at 904-222-3902. Again, feel free to visit them and have a chat. They would love to see you and spend some time with you.

MIAMI-DADE COMMUNITY COLLEGE
OPEN COLLEGE ■ 11011 S.W. 104th STREET ■ MIAMI, FLORIDA 33176

DIRECTOR OF OPEN COLLEGE
(305) 596-1333

ATTENTION HOMEBOUND HANDICAPPED



Miami-Dade Community College needs your assistance in adapting the exciting new course, The Art of Being Human, to the homebound handicapped. We are interested in people who have not been able to attend college because of their disabilities. We want you to teach us how to help you learn best.

This course will be offered in your home over TV. All materials and services will be brought to you. We are captioning the films for the deaf, recording the textbook for the blind, and providing a variety of technical aids to assist students in learning. Professional staff will be continuously monitoring each student's progress, and tutors will be available if they are needed. In order to find out if we are doing this right, we need you to review the materials and tell us what helps you to learn and what needs to be changed or added to make this material clear to you.

No experience with college is necessary. If you are 18 years of age or older, even a high school diploma is not required.

Applicants will be selected for our consumer advisory board on the basis of interest, ability to complete the course, and specific handicap (blindness, deafness, orthopedic or neurologic disability, chronic illness).

Each participant will receive free tuition for the course. Upon completion of the project, the student will receive three college credits in humanities plus a $250 stipend.

Please contact: Karen Tachibana
Project Director
596-1333

An Equal Access/Equal Opportunity Community College

Thank you for your interest in our project. If you would like to participate or find out more about it, you may call 596-1333 or send back this sheet, refolded, with our address showing. (No stamp is necessary).

NAME _____

ADDRESS _____

PHONE _____

CAN YOU READ ENLARGED PRINT?

_____yes
_____no

CAN YOU READ BRAILLE?

_____yes
_____no

WHICH FORM OF COMMUNICATION DO YOU PREFER?

_____braille
_____cassette recording
_____opticon
_____combination of _____ and _____

ARE YOU INTERESTED IN PARTICIPATING IN THE PROJECT?

_____yes
_____no
_____maybe

ARE YOU INTERESTED IN FINDING OUT MORE INFORMATION ABOUT THE PROJECT?

_____yes
_____no

PLEASE LIST ANY QUESTIONS

APPENDIX E

Thank you for your interest in our project. If you want to participate or to find out more information, please mail back this form in the envelope provided. (No stamp is necessary).

NAME_____

ADDRESS(Hospital)_____

_____

Zip

Phone:_____

Disability(Check one or more):_____visual

_____hearing

_____orthopedic

_____neurologic

_____chronic illness

Did you graduate from high school?

_____yes

_____no

If you did not graduate from high school:

You are still eleigible for admission to Miami-Dade Community College if you are 18 years of age or older. Are you at least 18 years old?

_____yes

_____no

What was the highest grade you completed in school? _____

Which Form of Communication Do You Prefer?

_____enlarged print

_____cassette recording

_____opticon

_____braille

_____combination of_____

and_____

LIST YOUR SPECIFIC QUESTIONS ON THE BACK

Thank you for reading about our project. If you are interested in participating or finding out more information, please mail back this sheet in the envelope provided. (No stamp is necessary).

1. NAME: _____

2. ADDRESS: _____ ZIP _____

3. Do you have a TTY? _____yes_____no.
(If not, we will lend you one for the duration of the project).

4. PHONE NUMBER _____

5. Do you know American Sign Language?

_____none

_____a little

_____fluently

6. Which type of films do you prefer?

_____captioned

_____signed

7. Are you interested in participating in the project?_____yes_____no_____maybe

8. Are you interested in finding out more information about the project?

_____yes

_____no

LIST YOUR SPECIFIC QUESTIONS ON THE BACK

Thank you for your interest in our project. If you would like to participate or find out more about it, you may call 596-1333 or send back this sheet in the envelope provided. (No stamp is necessary).

NAME _____

ADDRESS _____

PHONE _____

CAN YOU READ ENLARGED PRINT?

_____yes

_____no

CAN YOU READ BRAILLE?

_____yes

_____no

WHICH FORM OF COMMUNICATION DO YOU PREFER?

_____enlarged print

_____braille

_____cassette recording

_____opticon

_____combination of_____and_____

ARE YOU INTERESTED IN PARTICIPATING IN THE PROJECT?

_____yes

_____no

_____maybe

ARE YOU INTERESTED IN FINDING OUT MORE INFORMATION ABOUT THE PROJECT?

YOU MAY LIST ANY QUESTIONS ON THE BACK

TELEPHONE INTERVIEW FORM

1. NAME _____

2. HANDICAP _____

3. AGE AT ONSET OF HANDICAP _____

4. YEARS OF EDUCATION _____

OR

4. EQUIVALENT EXPERIENCE -(If they don't volunteer enough information, try some of these questions to get an idea of ability to deal with college work) i.e. self educated, read extensively, etc.

_____

_____

OTHER: _____

_____

_____

TELL ME ABOUT YOURSELF _____

_____

_____

_____

WHY ARE YOU INTERESTED IN THIS COURSE? _____

_____

_____

WHICH OF THE HUMANITIES DO YOU HAVE THE GREATEST FEELING FOR? _____

_____

_____

5. INTERVIEWER'S SUMMARY OF ABILITY: _____ not a possible candidate

_____ maybe a " "

_____ yes " "

10 most definitely "

MAILED TO PEOPLE WHO COULD NOT BE REACHED
BY TELEPHONE.

March 20, 1980

Dear Student:

Please complete the Miami-Dade application and the bottom of this form and mail them back as soon as possible in the enclosed envelope. Do not have the application notarized; we shall take care of that at a later date.

SEND THIS PORTION BACK WITH APPLICATION

NAME _____

HANDICAP _____

AGE AT ONSET OF HANDICAP _____

YEARS OF EDUCATION _____

OTHER RELEVANT INFORMATION _____

_____

_____

_____

_____

_____

_____

_____

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APPENDIX F

INTERVIEW SHEET FOR ACCEPTED STUDENTS

1. NAME_____ 2. PHONE_____ TTY_____

3. CURRENT ADDRESS (HOSPITAL)_____

4. PERMANENT ADDRESS (if different)_____

5. HOW DID YOU FIND ABOUT THE PROJECT?_____

6. PRIMARY HANDICAP_____

7. OTHER HANDICAPS (if any)_____

8. ARE YOU PHYSICALLY ABLE TO LEAVE YOUR HOME IF YOU HAD ADEQUATE TRANSPORTATION?

_____

9. DO YOU HAVE A PRIVATE SOURCE OF TRANSPORTATION?_____

10. DO YOU GET STS COUPONS?_____

11. DO YOU RECEIVE SERVICES FROM ANY AGENCY?_____ IF SO, WHICH?_____

12. HOW OLD WERE YOU WHEN YOU BECAME HANDICAPPED?_____

13. DID YOU WORK BEFORE YOU BECAME HANDICAPPED?_____ IF SO, WHAT TYPE OF WORK?_____

14. HAVE YOU WORKED SINCE YOU BECAME HANDICAPPED?_____ IF SO, WHAT TYPE OF WORK?_____

15. WHAT ARE YOUR MAIN INTERESTS OR HOBBIES?_____

_____

_____

16. WHICH MASS MEDIA DÒ YOU PREFER?

_____RADIO

_____TV

_____READING

17. HOW MANY YEARS OF EDUCATION HAVE YOU COMPLETED?

_____FEWER THAN 8

_____ 8

_____ 9

_____ 10

_____11

_____HIGH SCHOOL GRADUATE

_____BEYOND HIGH SCHOOL

_____(EXPLAIN)

_____

18. HOW WELL DID YOU SUCCEED IN SCHOOL?

_____GOOD STUDENT

_____AVERAGE STUDENT

_____POOR STUDENT

19. WHICH OF THE FOLLOWING MODES OF EDUCATION HAVE YOU USED?

_____RECEIVED HOME INSTRUCTION FROM PUBLIC SCHOOL SYSTEM

_____WENT TO THE SCHOOL

_____TOOK CORRESPONDENCE COURSES

_____OTHER (EXPLAIN)_____

_____

20. HAVE YOU EVER TAKEN A COURSE AT MIAMI-DADE COMMUNITY COLLEGE?___YES___NO

21. HAVE YOU EVER TAKEN A TV OR RADIO COURSE THROUGH OPEN COLLEGE?___YES___NO

22. DO YOU HAVE A TV AVAILABLE TO WATCH THE FILMS?___YES___NO

23. DO YOU HAVE A BETAMAX OR VIDEO CASSETTE PLAYER?___YES___NO

24. DO YOU GET DADE CABLE TV?___YES___NO

25. ARE YOU ABLE TO WATCH EARLY MORNING TV ON A REGULAR BASIS?___YES___NO

26. ARE YOU ABLE TO WATCH TV ON SATURDAY?___YES___NO

27. IF YOU HAD YOUR CHOICE OF VIEWING TIME FOR THIS COURSE, WHAT TIME WOULD YOU PREFER?_____

28. WOULD YOU BE ABLE TO PREVIEW THE COURSE ON TV DURING MAY?___YES___NO

29. WOULD YOU BE ABLE TO TAKE THE COURSE DURING THE PERIOD OF SEPT.-OCT.-NOV.-DEC.? ___YES___NO

30. IN WHAT TYPE OF SETTING DO YOU LIVE?

_____PRIVATE HOME

_____VA HOSPITAL

_____NURSING HOME OR GROUP HOME

31. ARE YOUR ACTIVITIES IN ANY WAY LIMITED BY YOUR THERAPY OR TREATMENT SCHEDULE OR THE SCHEDULE OF YOUR RESIDENCE?

___YES___NO

32. DOES YOUR DISABILITY AFFECT ANY OF THE FOLLOWING? (YES OR NO)

____UNDERSTANDING AND REMEMBERING (FUNCTION 1)

____HEARING STANDARD VOICE LEVELS (FUNCTION 2)

____SEEING STANDARD MATERIALS (FUNCTION 3)

____SPEAKING (FUNCTION 4)

____TURNING PAGES AND WRITING (FUNCTION 5)

____KEEPING UP WITH DAILY PHYSICAL DEMANDS (FUNCTION 6)

____WALKING AROUND CAMPUS (FUNCTION 7)

33. WHAT COMPENSATORY TECHNIQUES HAVE YOU DEVELOPED TO OVERCOME THIS DISABILITY (i.e. LIPREADING, WRITING WITH FEET)?_____

_____

34. WHAT PHYSICAL AIDS OR EQUIPMENT (WHEELCHAIR, BRAILLE MATERIAL, RECORDINGS, ETC.) DO YOU USE TO ASSIST YOURSELF IN PERFORMING ROUTINE TASKS?_____

_____

35. HOW WELL DO THESE AIDS AND TECHNIQUES WORK? DESCRIBE HOW THEY DO OR DO NOT HELP YOU._____

_____

36. IS YOUR CONDITION STABLE OR GETTING PROGRESSIVELY MORE DISABLING?

_____STABLE

_____PROGRESSIVELY WORSE

GO ON TO INDIVIDUAL SHEETS FOR SPECIFIC DISABILITIES

FUNCTION 2

HEARING IMPAIRED

1. NAME: _____

2. WHAT IS THE EXTENT OF YOUR HEARING LOSS?

_____ PARTIAL

_____ %

_____ TOTAL

3. DO YOU KNOW AMERICAN SIGN LANGUAGE?

_____ NONE

_____ A LITTLE

_____ FLUENTLY

4. WHICH TYPE OF FILMS DO YOU PREFER TO WATCH?

_____ CAPTIONED

_____ SIGNED

5. DO YOU HAVE A TTY?

_____ YES

_____ NO

IF SO, DOES IT HAVE A PRINTER?

_____ YES

_____ NO

6. DO YOU WATCH REGULAR TELEVISION PROGRAMS?

_____ YES

_____ NO

7. DO YOU WATCH THE CAPTIONED NEWS?

_____ NOT AT ALL

_____ SOMETIMES

_____ MOST OR ALL OF THE TIME

8. HOW MUCH DOES LIPREADING HELP YOU?

_____ NOT AT ALL

_____ SOMETIMES

_____ QUITE A LOT

9. HOW WOULD YOU RATE YOUR SPEAKING ABILITY?

_____ POOR

_____ AVERAGE

_____ GOOD

10. ADDITIONAL INFORMATION: _____

_____

_____

_____ _____

_____

FUNCTION 3

VISUALLY IMPAIRED

1. NAME_____

2. DESCRIBE YOUR VISUAL IMPAIRMENT?_____

_____

_____

FOR PEOPLE WITH SOME VISION (LEGALLY BLIND)

A. CAN YOU SEE NEWSPAPERS OR BOOK PRINT UNDER SOME CONDITIONS?

_____YES EXPLAIN_____

_____NO _____

B. CAN YOU SEE ENLARGED PRINT?

_____YES HOW LARGE?_____

_____NO

C. WHAT VISUAL AIDS DO YOU USE?_____

_____

D. WHAT CAN YOU SEE USING THIS VISUAL AID?_____

_____

E. HAVE YOU EVER USED A VISUAL TEK?

_____YES

_____NO

COMMENT_____

F. HOW LONG CAN YOU READ THE FOLLOWING MATERIALS WITHOUT TIRING?

_____ VISUAL TEK OR ENLARGED PRINT

_____NEWSPAPER OR BOOK

G. CAN YOU WATCH TELEVISION?

_____YES

_____NO

3. DO YOU KNOW BRAILLE?

_____YES GRADE I_____ GRADE II_____

_____NO

4. CAN YOU USE THE OPTICON?

_____YES WORDS PER MINUTE_____

_____NO

5. HAVE YOU EVER USED VARISPEECH?

_____YES

_____NO

COMMENT_____

_____

6. WHICH FORM OF COMMUNICATION DO YOU PREFER?

_____BRAILLE

_____ENLARGED PRINT

_____CASSETTE RECORDING

_____OPTICON

_____COMBINATION (EXPLAIN)

7. DO YOU HAVE A CASSETTE RECORDER?

_____YES

_____NO

8. ARE THERE ANY PIECES OF EQUIPMENT WHICH YOU DO NOT HAVE THAT WOULD ASSIST YOU IN TAKING THIS COURSE?_____

_____

9. ADDITIONAL INFORMATION_____

_____

_____

FUNCTION 4

SPEECH IMPAIRED

1. NAME_____

2. SPECIFIC DISABILITY_____

_____

3. WHICH OF THE FOLLOWING DESCRIBES YOUR SPEECH IMPAIRMENT?

_____I CANNOT SPEAK

_____IT IS DIFFICULT FOR ME TO SPEAK

_____OTHER PEOPLE HAVE DIFFICULTY UNDERSTANDING ME

_____OTHER (EXPLAIN)_____

4. WHICH FORM OF COMMUNICATION DO YOU PREFER?

_____SPEAKING

_____WRITING

_____COMMUNICATION BOARD

_____OTHER, EXPLAIN_____

5. ADDITIONAL COMMENTS:_____

_____

_____

FUNCTIONS 5 and 7

ORTHOPEDICALLY IMPAIRED

NAME: _____

WHAT IS THE EXTENT OF YOUR IMPAIRMENT? _____

_____

CHECK WHICH OF THE FOLLOWING YOU WOULD BE ABLE TO DO:

_____ HOLD A BOOK

_____ TURN PAGES OF BOOK

_____ PUT CASSETTE TAPE IN RECORDER

_____ TURN ON TV

_____ WRITE OR TYPE

_____ BUBBLE IN COMPUTER CARDS

_____ VISIT CULTURAL EVENTS, PLAYS, ART GALLERIES, ETC., IN THE COMMUNITY

IS THERE ANY SPECIAL EQUIPMENT YOU WOULD NEED TO ENABLE YOU TO TAKE THIS COURSE?

_____

ADDITIONAL INFORMATION: _____

_____

_____

_____

_____

_____

FUNCTION 6

STAMINA TO KEEP UP WITH PHYSICAL DEMANDS OR

FEAR OF SUDDEN ONSET

1. NAME _____

2. SPECIFIC DISABILITY _____

_____

3. DESCRIBE HOW YOUR DISABILITY MAKES IT DIFFICULT FOR YOU TO ATTEND COLLEGE:

_____

_____

_____

4. HOW CAN THE COLLEGE HELP YOU (i.e. FLEXIBLE SCHEDULE, TV COURSES, etc.)?

_____

_____

5. ADDITIONAL COMMENTS: _____

_____

_____

APPENDIX G

MIAMI-DADE COMMUNITY COLLEGE

AGREEMENT FOR
PROFESSIONAL OR TECHNICAL SERVICES

THIS AGREEMENT, Entered into as of this 13th day of October, 1980,

by and between Miami-Dade Community College, Open College
(Dept. or Area)

hereinafter referred to as the "COLLEGE", and _____

(name of contracting party or organization)

hereinafter referred to as the "CONTRACTOR".

WITNESSETH THAT:

The Contractor shall begin performance of the agreement on the 1st day of November, 19 80, and shall complete performance to the satisfaction of the College no later than the 19th day of December, 19 80.

The College and the Contractor do mutually agree that the Contractor shall furnish the following service to the College, and that payment shall be made in accordance with the conditions of this agreement:

DESCRIPTION OF SERVICE

-Participating as a member of the Consumer Advisory Board for the project, The Humanities for the Handicapped: "An expansion of Media-based Open Learning System."
-Responding to questionnaires and to pre and post inventories.
-Reviewing the materials designed for students with impairments, discussing suggestions with the learning specialist, reviewing the revised materials a second and possibly a third time until the participant is satisfied with the modifications.
-Reviewing the TV programs and the textbooks, completing the RSVP's and taking the tests.

COST OF SERVICE

For the above-described service, the College shall compensate the Contractor as follows:

$250.00 to be paid when contract is completed.

APPENDIX H

KAREN KIRK TACHIBANA
10265 S.W. 135 St.
Miami, Florida 33176
(305) 251-8980

OBJECTIVE: To participate in an innovative project which will expand services to handicapped students.

SUMMARY: I began my Miami-Dade career in the Research Department, analyzing data and writing reports. Nine years ago I moved to the Counseling Department where, in addition to my assigned duties of providing career development and job placement to students, one of my major interests was assisting handicapped students to achieve their educational goals. I am currently directing a federal project to adapt a college-level humanities course to the homebound handicapped.

EDUCATION: College of St. Elizabeth, 1961-65, B.A., English, French

Cornell University, 1966-69, M.A. Guidance and Personnel Administration

University of Miami, 1974 - Doctoral candidate in Administration of Higher Education.

EXPERIENCE PRIOR TO MIAMI-DADE

Secondary Teaching: Kenilworth, N.J. (1965-66) - taught 7th and 8th grade English.

Created the school's first foreign language program and taught French.

Student Personnel: Cornell University (1966-67) - worked as a graduate resident organizing activities to provide harmonious living situation for students.

Supervision: Cornell University (1967) - organized counseling program for advanced placement students and supervised staff of 13.

Research: Cornell University (1967-68) - served as research technician for department of rural sociology

College Teaching: Ithaca College (1968-69) - taught Expository writing

MIAMI-DADE COMMUNITY COLLEGE 1969 - PRESENT

Research:	Department of Research & Development (1969-70) Analyzed data, wrote reports, assisted in course development, assisted faculty with research.
Counseling:	Department of Counseling (1970-71) Counseled students with vocational, educational, and personal problems.
Group Facilitation:	Facilitated human potential groups.
Humanities Liaison:	Attached to Dean of Student Services (1971-73) Served as liaison with Humanities division responding to problems faculty encountered with students and to students complaints against faculty.
Program Development:	Developed, organized and presented series of workshops for mature women returning to school.
Testing:	Prescribed and interpreted aptitude, achievement, vocational interest and reading tests to individual students and groups.
Career Development:	Department of Career Development (1973-75) Assisted students in developing vocational plans.
Course Development:	Developed module entitled "Preparation for Employment" to be used in Psychology of Career Adjustment Course.
Teaching:	Taught "Psychology of Career Adjustment" Course.
Placement:	Coordinated Placement program, placing graduates and students wanting part-time jobs. Developed jobs in the community.
Program Implementation:	Implemented Woman's Walk-In Center by supervising volunteer staff.
Certification:	Received certification in Vocational Exploration Groups and Florida State Employment Service Job Bank.
Group Facilitation:	Facilitated Vocational Exploration Groups.

Research: Researched such topics as why students are on probation, what proportion of the student body knows about career development, follow-up of Head Start Students, and what do our graduates intend to do after graduation.

Supervision: Department of Career Development, Chairperson (1975-76)
Supervised 5 professionals, 2 secretaries, 8 student assistants. Areas supervised were Career Development, Cooperative Education, Placement and Veteran's Counseling, teaching Psychology of Career Adjustment.

Administration: Performed duties necessary to an administrative position: evaluation, budgeting, purchasing, faculty assignments, overloads, grant proposals, college policy interpretation. Became knowledgeable about interview procedures, equal access/equal opportunity

Career Planning and Advisement (July 1976-November 1979)

Supervision: Coordinated Placement Program. Most recently, supervised assistant whose major responsibility was to develop jobs for handicapped students.

Assisted division director in management of division and served as back-up in director's absence.

Organization: Created and developed a Career Resource Center for the campus.

Organized the implementation of a new program to orientate new students to academic programs. Assisted in writing of movie script and handbook.

Open College (November 1979-Present)

Administration: Directing a federal project to adapt a college level humanities course, usually taught via TV, to the homebound handicapped (visually, hearing, orthopedically, neurologically impaired and chronically ill).

Managing the collegewide account for Auxiliary Learning Aids for Postsecondary Education Handicapped Students.

COMMITTEE INVOLVEMENT

- Consultant on self-concept for Task Force on development of Intercurricular division.
- Drug Abuse Task Force.
- Committee to Study the Status of Women.
- Campus Committee on the Handicapped.
- Campus representative to college-wide committee on the physically disabled.
- Title IX self-study committee.
- Task Force on Faculty Evaluation.

COMMUNITY INVOLVEMENT

- Presented "Employment Preparedness Clinic" for Southwest Miami High School.
- Consulted with the Comprehensive Women's Alcohol Center on Careers for Women.
- Counseled with groups of women from Our Lady of the Lakes Church on careers for mature women.
- Made a videotape for instruction in interview procedures with Southern Bell.
- Represented campus at: Dade Advisory Board for the Handicapped; First Annual Conference on the Handicapped; Dade Employ the Handicapped; "Salute to Achievement Awards;" "March of Dimes" Woman's Leadership Conference; Florida College Placement Association; Southern College Placement Association; Chamber of Commerce banquet; TRANSITION Banquet.
- Appointed to National Vocational Guidance Association Commission on Career Development Beyond High School.
- Spoke on "The Handicapped Student in the Classroom" at New World Center.
- Spoke on "Career Development of Handicapped Students" at the Florida College Counselors Vocational Rehabilitation Training Program.
- Participated in series of workshops to familiarize faculty and the general public with problems of the handicapped.
- Selected as Chairperson of Subcommittee on career planning and placement, Southeast Florida Educational Consortium.
- Spoke on Placement Services on Miami-Dade Contact (WKAT Radio).
- Participated in panel discussion on services for the handicapped on Community Collage Review (Channel 7).
- Presented workshop on educating handicapped students at National Association of College Admissions Counselors Convention.
- Spoke on Educational Opportunities for Handicapped Students in Dade County (WEDR).
- Spoke on "Innovative Programs for the Handicapped-Homebound Programs" at Third Annual Florida Conference on Higher Education for the Handicapped.
- Elected as community college representative of new statewide organization for Higher Education for the Handicapped.

VITA: Richard P. Janaro

Education

A.B. Harvard University
M.A. University of Miami
E.Ed. candidate Laurence University
Advanced study Boston University and Jagiellonian University, Cracow, Poland

Honors

Phi Beta Kappa, Harvard University, 1949
Outstanding American Educators, 1974 and 1975
Emmy Award, 1979, best videotape documentary, "The Way of the Humanist."

Publications

Responses to Drama, with Thelma Altshuler (Boston: Houghton-Mifflin, 1967)
Identity through Prose (New York: Holt, Rinehart, Winston, 1971)
Human Worth, with Darwin Gearhart (New York: Holt, Rinehart, Winston, 1973)
Philosophy: Something to Believe In (Beverly Hills, California: Glencoe Press, 1975)
The Art of Being Human, with Thelma Altshuler (New York: Harper & Row, 1979)
Work in progress: The Black Madonna, a novel of contemporary Poland
Numerous magazine articles

Teaching Experience

Medford High School, 1949
University of Miami, 1951-1961
- Assistant Director, Ring Theatre
- Founder and Director, Evening Division Theatre Workshop
- Co-Director, Creative Writing Workshop
- Assistant Professor of English
- Chairman, Humanities 102 for TV

Miami-Dade Community College, 1961-
- Associate Professor of Humanities
- Professor of Humanities
- Founder and Director, Pen Players
- Founder and Coordinator, Micro-College, a highly successful experiment in which 100 students were taught all general education requirements in a community setting with a faculty team from various disciplines, joining forces for a total interdisciplinary experience
- Leadership Conference Steering Committee
- Faculty Training Workshop Steering Committee
- College Committee on Academic Affairs
- Vice-President, Faculty Senate
- General Education Review Steering Committee

Humanities Project Director for Media Education; a position requiring supervision of 10 faculty members in designing television curriculum and developing telecourse components

Faculty Coordinator, The Art of Being Human, a televised introductory course in the humanities, currently in use throughout the country

Faculty Coordinator, Death Attitudes and Life Affirmation, a radio course

Economics Project Director, responsible for supervising a faculty committee of 4 and a national advisory board of 4, leading to The Money Puzzle, an introductory course in macroeconomics for television education, Ready, January, 1982.

Professional Societies

Phi Beta Kappa
Harvard Club of Miami
National Conference on Visual Literacy
Society for the Scientific Study of Religion
National Association of Educational Broadcasters

CURRICULUM VITAE

Barry Greenberg

Personal:

8604 SW 102 Place
Miami, FL 33143
(Home) 305 274-3437
(Office) 305 552-2724

Date of Birth: 2/15/42
Birthplace: New York City
Status: Married
Two Children

Academic History:

1968 Ph.D. Educational Research; Division of Administration and Supervision, New York University (recipient of the University Founders Award for highest scholastic achievement)

1966 M.A. Guidance and Personal Administration; New York University

1964 One year of graduate study in Mathematics and Education; Brooklyn College

1963 B.A. Mathematics; Brooklyn College, The City University of New York

Additional Training:

1979 American Educational Research Association; Workshop on Computer Uses in Education, Courseware, San Diego, California

1977 American Association of State Colleges and Universities; Seminar on Program Evaluation, New York, New York

1976 American Educational Research Association, Workshop on Evaluation Strategies, Clearwater, Florida

1973 American Educational Research Association, Workshop on Alternative Conceptions of Evaluation, Tampa, Florida

1972 UCLA Evaluation Workshop, Tampa, Florida

1972 American Educational Research Association, Research Training Session on Multiple Regression, Chicago, Illinois

1971 American Educational Research Association, Pre-session on Multivariate Statistics, Princeton, New Jersey

Professional Experience:

Florida International University - August, 1978 to Present

Associate Professor, School of Education, Division of Educational Leadership and Human Resource Development; and Co-director, FIU/FAU Cooperative Doctoral Program in Community College Teaching

Responsibilities: Teaching of Educational Research Methods; Advanced Research Methods; Measurement and Evaluation.

Developing new courses in "Educational Data Analysis" and "Computer Applications in Education."

Developing Community College Doctoral proposal, articulation with community college and university representatives; directing liaison with university curriculum committees and Board of Regents; recruitment of students.

Florida International University - March, 1977 to July, 1978

Interim Assistant Provost/Director of Academic Services and Program Evaluation, North Miami Campus: Assistant Professor, School of Education

Responsibilities:

Representing the Office of Academic Affairs at the North Miami Campus including:

-- establishing enrollment potential
-- building instructional budgets
-- communicating enrollment requirements
-- reviewing of course schedules
-- monitoring overload needs and utilization
-- reporting enrollment results
-- identifying and stimulating new academic developments (such as Elders Institute, Writing Lab, Reading Clinic, Off Campus Credit in new locales, etc.)

-- assisting in the planning of new academic offerings
-- recommending new directions
-- representing the Office at various on and off campus functions

Coordinating the delivery of all academic services at the North Miami Campus including:

-- monitoring the space assignment process
-- identifying means of maximizing space utilized
-- reviewing course scheduling process
-- recommending ideas for student activities, counseling, library services, computer services
-- assisting above areas in long-range planning

Coordinating individual program accreditation effort, university-wide

Assisting in various evaluation efforts including:

-- state reviews of psychology, biology, social work
-- University program evaluation efforts in: Dietetics and Nutrition, Social Work and University-wide committee on Academic Program Review

Teaching a graduate level course in educational research: EDF 5481, Analysis and Application of Educational Research

Florida International University - February, 1976 - February, 1977

Associate Director, Office of Institutional Research; Assistant Professor, School of Education and University Data Administrator

Responsibilities:

Coordinated the collection of all data required by the Florida Board of Regents from all offices of the University including Admissions, Registration and Records, Personnel, Library, etc.

Developed and implemented a program evaluation model in which two of the schools within the University were examined over a two-year period.

Worked extensively on computer systems, including file development, file access and a study of available statistical programs to develop an independent capability for data analysis within the Office of Institutional Research, which provided the capability to access all pertinent student data through an on-site demand terminal with locally-developed programs. (As a result of this effort, within a one year time period, the Office was able to handle with minimum computer center support in excess of 150 requests for data.) This approach to data handling has been presented at various statewide institutional research conferences.

Prepared various local, State and Federal statistical reports including HEGIS, NSF, SACS and state enrollment projections and reports.

Taught a master's level course in educational research, at least one quarter per academic year.

Florida International University - 1973 - 1976

Assistant Director, Office of Institutional Research
(Duties similar to those described above.)

Miami-Dade Community College - South Campus - 1969 - 1973

Chairman of the Department of Educational Research
Tenured, 1972; promoted to Associate Professor by Academic Dean and Vice President at the time of my resignation to join Florida International University.

Responsibilities:

Conducting of campus-wide research and evaluation studies; consultation with faculty on research needs; chairing campus-wide educational research committee; dissemination of research findings to faculty, administration and professional community.

Miami-Dade Community College - South Campus - 1968 - 1969

Chairman of the Cooperative Education Project for Dropouts.

Responsibilities:

Provided leadership to staff of twenty (20) for the purpose of developing a highly innovative educational experience

relevant to the needs of the inner city Black community; written reports of progress; conducting inservice staff training and development of a model for continued efforts in this area.

University of Miami - Coral Gables, FL - 1969 - 1972

Instructor (part time) in educational research and educational statistics; taught graduate research courses.

New York University - School of Education - 1966 - 1968

Graduate Research Assistant on several educational research projects. Singularly responsible for a follow-up study of teacher aides employed in the New York public schools.

Bank Street - College of Education - 1967 - 1968

Research Associate (part time) for a nationwide study of auxillary personnel in education. Collection and analysis of data; writing and consultant for future development of the project.

New York City - Board of Education - 1963 - 1966

Teaching of Mathematics, grades 7, 8 and 9 (tenured); guidance counselor.

Research Papers:

Barry Greenberg, Marisal Gavilan and Colleen Ryan. "The development of item specifications for the State of Florida Teacher Competency Exam." Paper presented at the annual meeting of the American Educational Research Association, Boston, April, 1980.

Barry Greenberg. "Truth in Testing: Myth or Reality." Panel presentation at the UTD Quest '80 Conference, Miami Beach, January, 1980.

Barry Greenberg. "Functional Literacy Testing: Relating the educational researcher to the new state-wide mandate." Symposium organizer, Florida Educational Research Association Annual Meeting, Tampa, January, 1980.

Barry Greenberg. "A Critique of the German Response to the T.V. Show 'Holocaust'." Panel presentation at the Holocaust Symposium, Florida International University, November, 1979.

Barry Greenberg and S. Duke Campbell. "The Use of Multiple Regression and Trend Analysis to Understand Enrollment Fluctuations." Paper presented at the annual meeting of the Association for Institutional Research, San Diego, May, 1979.

Barry Greenberg and Stephen Fain. "A Study of the Impact of the Television Show 'Holocaust' on Adolescent Attitudes and Knowledge." Paper presented at the annual meeting of the American Educational Research Association, San Francisco, April, 1979.

Barry Greenberg and Stephen Fain. "Curricula Implications of Television Broadcasts." Paper presented at the Association for Supervision and Curriculum Development, Detroit, March, 1979.

Barry Greenberg. "Community Reactions to the Television Program 'Holocaust'." Paper presented at the University of Miami Conference on the Holocaust, November, 1978.

Barry Greenberg. "Some thoughts on the methodological issues associated with the evaluation of an educational television program." Paper presented at the National Association of Educational Broadcasters, November, 1978.

Barry Greenberg. "Program evaluation conducted through an Office of Institutional Research: An approach, some results and many implications." Paper presented at the annual Association for Institutional Research Forum, Montreal, Quebec, Canada, May, 1977.

Barry Greenberg and Nancy Goodwin. "Data Systems Design - A Model for Decision Making." Paper presented at the Association for Institutional Research Forum, Montreal, Quebec, Canada, May, 1977.

Barry Greenberg. "Competency-Based Education and the Assessment of Learning." Paper presented at the South Florida Invitational Workshop on Competency-Based Education, Miami, Florida, November, 1976.

Barry Greenberg and Nancy Godwin. "Data Systems and Analyses: Decision Making from Demand Terminals." Paper presented at the annual meeting of the College and University System Exchange (CAUSE), Orlando, Florida, October, 1976.

Barry Greenberg. "Program Evaluation Workshop." Prepared for the American Educational Research Association Special Interest Group in Community College Research, Tampa, Florida, July, 1976.

Barry Greenberg. "Program Evaluation in a New University: The Results of a Two-Year Study." Paper presented at the Ninth Annual Florida Statewide Conference on Institutal Research, Orlando, Florida, June, 1976.

Barry Greenberg, William Friis and Nancy Goodwin. "Workshop on the Utilization of a Demand Terminal Located in an Office of Institutional Research." Paper presented at the Eighth Annual Florida Statewide Conference on Institutional Research, West Palm Beach, Florida, June, 1975.

Panel Member. "Dollars for Research - Why?" Symposium conducted at the 1975 Spring Conference and Area Seventy Leadership Seminar sponsored by Phi Delta Kappa, Miami Beach, Florida, May, 1975.

Rockaway, Allen M., Richard Nichols and Barry Greenberg. "Rearrest and Personality Correlates of Youthful First Offenders Offerred Pre-Trial Intervention." Paper presented at the Western Psychological Association, Sacramento, California, June, 1974.

Goodwin, Nancy L. and Barry Greenberg. "A Survey of Florida International University's First Graduating Class." Paper presented at the annual meeting of the Florida Statewide Conference on Institutional Research, Jacksonville, Florida, June, 1974.

Goodwin, Nancy L. and Barry Greenberg. "Expectations of Students for a New University and Their Relationship to Various Student Attributes. Paper presented at the annual Association for Institutional Research Forum, Washington, D.C., May, 1974.

Greenberg, Barry and Richard Donlin. "An Input-Output Assessment of Community College Graduates." Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, February, 1973.

Greenberg, Barry. "A Discriminant Analysis Investigation of Junior College Dropouts." Paper presented at the Southeastern Regional Convention of the American Educational Research Association (Community College Special Interest Group), Atlanta, Georgia, July, 1972.

Greenberg, Barry and Ricardo Mejias. "A Study of the Use of Multiple Regression with Dummy Variables to Identify Instructor Contribution to Student Achievement." Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April, 1972.

Technical Reports: (with full or partial responsibility)

Evaluation of Florida International University Management Development Institute for Districts 10 and 11. Department of Health and Rehabilitative Services, State of Florida, 1979; 1980.

An Exploratory Study of the Impact of the Character Education Program within the Dade County Public School System, 1980.

An Evaluation of the IDEA Faculty Evaluation Survey Form in use in the School of Education, Florida International University, 1980.

Metropolitan Dade County, Department of Human Resources Profile of Social and Economic Conditions in Low Income Areas in Dade County, Florida, 1979.

Item Specifications for Classroom Management Sections of Teacher Competency Examinations, State of Florida, Tallahassee, 1979.

Evaluation of a Bilingual, Bicultural Intervention Program at Miami-Dade Community College New World Center Campus, 1978; 1979.

Evaluation of the Public Broadcasting Service Television Show Que Pasa, USA? conducted for the Department of Health, Education and Welfare for the years 1975 through 1979.

Dade County Public School System, Development of Test Items for 'Project Legal', 1977.

The Impact of a Title VII Project on Attitudes and Achievements of Miccosukee Children conducted for the Department of Health, Education and Welfare, 1972.

Other Publications:

Greenberg, Barry, Stephen Fain and Barbara Bader. "A Study of the Impact of the Television Program 'Holocaust' on Adolescent Attitudes and Knowledge." International Journal of Instructional Media, Spring, 1979.

Greenberg, Barry, Ronald Gilbert and Ralph Lewis. "Academic Planning in Response to Community Needs." Planning for Higher Education, Volume 7, Number 3, December, 1978.

Oseroff, Abraham, Willard Nelson and Barry Greenberg. "A Comparison of a Modular and Traditional Approach to Introductory College Poetry Instruction." The Southern Journal of Educational Research, Summer, 1973.

Distasio, Patrick and Barry Greenberg. "Community Services: A Center for Community Development." (Washington, D.C.: American Association for Junior Colleges, W.K. Kellogg Foundation, 1969.)

Azzarelli, Joseph and Barry Greenberg. A Follow-Up Study of Teacher Aides Employed in the New York City School System. (New York: New York University, 1968.)

Greenberg, Barry. The Nonprofessional in Education, 1942-1968: A review of the Literature. (New York: New Careers Development Center, 1968.)

Local and National Service:

Member, National Advisory Committee to develop post-secondary curriculum for teacher aides, U.S. Office of Education, 1970-71.

Member, County-wide Committee on Day Care, Miami Urban Coalition, 1971.

Member, Community Task Force on Education, Miami Model Cities, 1971.

Adjunct Professor, Antioch College Union for Experimenting Colleges and Universities, 1971-72.

Member, Advisory Committee, Florida Board of Regents, Committee for Statewide Articulation Study, 1973.

Member, Executive Committee for 1978 National Meeting of the Society for College and University Planning.

Member, Board of Directors, Southern Regional Office, Anti-Defamation League, 1978-80.

Member, Board of Directors, Ronald McDonald House of South Florida, Inc. at University of Miami Medical Complex.

Other:

Evaluation Consultant to College of the Bahamas, Nassau, Bahamas, 1979-80.

Public Broadcasting Television 1975-80; Miami-Dade Community College 1975-80.

Consultant to Board of Education, Greater Miami Hebrew Academy, 1979-80.

Internal Evaluator to Teacher Corps, Miami, Florida 1978-79.

Evaluation Consultation: Florida Endowment for the Humanities, 1980.

Seminars Provided to:

Jackson Memorial Hospital, School of Nursing, 1980
Central Agency for Jewish Education, 1979-80
Florida Association of In-Service Educators, 1979

University Service:

Member, Policy Development Council, elected 1979-80
Chairperson, Division Promotion Committee, 1980
Chairperson, Division Tenure Committee, 1980
Member, School Computer Committee, 1980
Member, Faculty Senate, elected 1979-80
Chairperson, School of Education Promotion Committee, elected 1978-79
Co-chairperson, Task Force on Faculty Evaluation and Development, 1979
Member, Coordinating Committee for University Self-Study, 1978-79
Advisor, Accreditation Committee for Dietetics and Nutrition, 1978
Member, Committee on Administrative Structure for Multi-Campus Operation, 1977-78
Co-chairperson, Academic Program Evaluation Review Committee, 1977
Member, International Affairs Advisory Committee, 1977
Member, Registrar's Advisory Committee, 1976
Member, Interama Campus Academic Program Planning Task Force, 1976
Member, Statewide Committee on Academic Research and Testing, 1975-76
Member, Computer Advisory Committee, 1976
Advisor to Committee on Cooperative Assessment on Experiential Learning (CAEL), 1974-76

Member, Committee on Academic Probation and Suspension
Member, Advisory Board of Campus Ministry, 1976
Member, Task Force on Enrollment Limitations, 1976
Member, Task Force on Computer Usage Limitations, 1975
Member, Search and Screen Committee for Criminal Justice, Chairperson, 1975
Co-chairperson, University-wide Role and Scope Committee, 1975
Member, Advisory Committee for Development of Student Transcript and Academic Record (STARS), 1975
Member, Committee to Review University Fee Structure, 1974

Various Florida International University Projects with Major Responsibility:

Program Evaluation
Effect of Florida International University's Non-traditional Grading System
Survey of Graduates
Survey of Student and Faculty Housing Preferences
Survey of Student Course Preferences
Higher Education General Information Surveys (HEGIS)
Studies of Student Changes in their Major
Southern Association of Colleges and Schools, annual updates
State Enrollment Projections
National Science Foundation Annual Surveys
Office of Civil Rights Compliance Reports
Southern Region Education Board (SREB) Surveys
Equal Educational Opportunity Surveys

Membership:

American Educational Research Association
Association for Institutional Research
Society for College and University Planning
Phi Delta Kappa

CURRICULUM VITAE

THOMAS M. CUNNINGHAM
6724 S.W. 114 Place, #H
Miami, Florida 33173

Telephone: (305) 595-1060

Place and Date of Birth: Canandaigua, New York
July 18, 1933

Nationality: U.S.A.

Marital Status: Married

Highest Degree Earned: Ph.D., Cambridge University (England)
Economic History

EDUCATION:

Ph.D. , 1972 CAMBRIDGE UNIVERSITY (England)
Specialization in History and Economic History

M.A., 1961,UNIVERSITY OF PENNSYLVANIA, Philadelphia
Major: History

B.A., 1960, UNIVERSITY OF ROCHESTER, Rochester, New York
Major: American and European History
Minor: Economics

Diploma of Graduation, CANANDAIGUA ACADEMY
Canandaigua, New York (1951)

WORK EXPERIENCE:

1978- Education Administrator, Greater Miami Opera Company, Miami, Florida, 33145

1975- Instructor (part-time), English as a Second Language, and Instructor (part-time), Open College, Miami-Dade Community College 33176

1972-1974 Director, INSTITUTE FOR AMERICAN UNIVERSITIES, Aix-en-Provence, France. (Development and scheduling of academic program, liaison between campuses at Aix and Avignon, various administrative duties.) In charge of program in English as a Second Language.

1969-1972 Director for the United Kingdon and Assistant Director for Europe, UNIVERSITY OF MARYLAND, London, England. (Administration of the several campuses of the University of Maryland in the United Kingdon and in Europe. Programs designed for overseas military and dependents leading to the B.A. degree and other degrees at the University of Maryland.)

1963-69- Lecturer in History, UNIVERSITY OF MARYLAND, United Kingdom. Taught courses in World History, Western Civilization, American and European History.)

1962-63- Lecturer in History, UNIVERSITY OF MARYLAND, Munich, Germany.

1961-62- History Master, INSTITUTE MONTANA, Zugerberg, Switzerland.

TRAVEL:

Western and Eastern Europe including the U.S.S.R.; Extensive travel in the United States. Resided in Europe since 1961, but have returned to the United States frequently for extended periods.

SCHOLARSHIPS:

New York State Scholarship, University of Rochester, 1956-1960.

RESEARCH:

1976

Article, "Railways and Agriculture: Peterborough's Progress," in Northamptonshire Past and Present.

Article (in preparation), "Irish Documents Relating to the History of Savannah, Georgia."

Research Assistant on the Historical Background of Peterborough for the London Overspill Project, Ministry of Environment for the United Kingdom. (Worked as an urban historian researching housing problems, ecological problems, environmental issues for the London Overspill Project and its implementation.)

Contributor to the Northamptonshire (England) County Records Annals. Articles on local economic considerations with regard to future expansion. (Annual Report for 31 March 1973)

Participant and contributor, Nineteenth Century English History Colloquium, Cambridge University.

Associate Fellow, Institute for Historical Research, University of London.

Delegate, Anglo-American Historical Conference, University of London, 1972. (Represented the University of Maryland, U.S.A.)

DISSERTATION: Growth and Development of Peterborough, 1850-1900. (Ph.D., Cambridge University)

THESES: The Philadelphia Newspapers and the War of 1898 (1)
Africa and U,S, Foreign Policy During WorlpWar II (2)

REFERENCES:

Dr. Ray Ehrensberger, Chancellor Emeritus
University College
University of Maryland
College Park, Maryland 20742 U.S.A.
(former Director, University of Maryland, Heidelberg)

Dr. T. Benjamin Massey, Vice Chancellor
University College
University of Maryland
College Park, Maryland 20742 U.S.A.

Peter Mathias
Chichele Professor Economic History
All Souls College
Oxford University
Oxford, ENGLAND

Dr. Herbert Maza, President
Institute for American Universities
27, place de l'Universite
13625 Aix-en-Provence, FRANCE

Dr. Enrique R. Rosa, Chariman and Professor
Department of Foreign Languages
Miami-Dade Community College, South Campus
Miami, Florida 33176
(305) 596-1108

Dr. Barbara J. Graham, Associate Professor
Biscayne College
Opa Locka
Miami, Florida 33054
(305) 625-1561

Dr. Robert A. Vitale, Professor and Study Abroad
Advisor
Department of Foreign Languages
Miami-Dade Community College, South Campus
Miami, Florida 33176
(305) 596-1108

Andrews, Harold D. "Doug"
1740 SW 64 Avenue
West Miami, Fl 33155

Phone: Home (305) 261-1361
Office (305) 596-1333
Born: September 11, 1947
Miami, Florida

WORK

1979-1977 Miami-Dade Community College - Open College
1977-1975 Dade Co. Board of Public Instruction - Social Studies Teacher
1975-1974 Educational Leave of Absence
1974-1970 Dade Co. Board of Public Instruction - Social Studies Teacher

EDUCATION

1977-1976 University of Miami Graduate School of Education: Working toward Ph. D. - Educational Research
1975-1974 Florida International University: Master of Science, Instruction and Curriculum - Secondary Social Studies Education
1974-1973 Florida International University: Undergraduate course work in - psychology, statistics and physiology
1972 University of Miami Graduate School of Education: Course work in Guidance and Counseling
1970-1968 University of Miami: Bachelor of Education - Secondary Social Studies Education
1968-1966 Miami-Dade Junior College: Associate of Arts - Education

VITA

1979-1978 Served as the Administrative Assistant to the Director of Open College, in addition to functioning as a course Coordinator, and Instructor for Human Growth and Development (DEP 2000Z). As Administrative Assistant, I was responsible for: the circulation of video and audio tapes used in Open College courses; new course articulation and presentation; faculty assignments; and various other tasks as required.

1979-1978 Served as member of Sylvania Heights Elementary School Citizen Advisory Committee.

1978-1977 Curriculum Material Design Specialist and Instructor for Human Growth and Development. As Curriculum Design Specialist, I worked with Open College instructors developing and designing instructional and support materials to be used in Open College courses. During this time I developed the instructional materials used in Open College's Human Growth and Development (DEP 2000Z).

1979-1977 Member of the CHANCE Committee (Committee on Handicapped Access Now and Challenging Education).

1979 Served as member of Academic Advisory Committee for Coastline Community College's Introductory Psychology Telecourse.

1978 Selected video clips and helped write questions and prescriptive responses for use at the April 1978 American Association of Community and Junior Colleges' Task Force on Mass Media meeting.

1978 Candidate for West Miami City Council, received a "Miami Herald" endorsement.

1978 Served as a facilitator at Miami-Dade Community Colleges' Symposium: The Future of Learning and Educational Programs.

1977 Voted "Best All Around Teacher" by Senior class at South Miami Senior High School.

1977-1975 During my employment as a Social Studies teacher I taught courses
1974-1970 in U.S. history, U.S. government, economics, comparative political systems, sociology, and psychology. Psychology is, however, my strongest subject.

1976 Developed and pilot tested "High School Alienation Inventory", as a project for Advance Research Methodology Course.

1975-1974 During my educational leave of absence I worked first as a graduate assistant, doing library research and some statistical analysis for faculty members, in the Secondary Education Department. And later as a teaching assistant for Application and Analysis of Educational Research.

1972-1971 Served as School Board member for Flagami Baptist Kindergarten and Elementary School.

1971-1970 Chosen as "Teacher of the Year" by Sarrotta, a girls Service club at Miami Coral Park Senior High School.

VITA

Lynn Drake Buckley

Home address: 2468 S.W. 7th Street, #2
Telephone: (305) 649-1346

EDUCATION

B.A. 1966 — University of Miami, Coral Gables, FL
Double Major: Psychology, Philosophy
Minor: Economics
University of Miami Scholarship, Senior Year
Graduated Cum Laude, General Honors Program

M.A. 1972 — University of Miami, Coral Gables, FL
Major: Junior college teaching (Psychology)
Studies included:
1) Community College Teaching, Theories
One term internship, teaching psychology.
Research: Construction of "Academic Relevance Inventory", pilot study at U. of Miami.
2) Psychology
NDEA Fellowship in Clinical Psychology
Research: Role of Nutrition in Psychopathology
Viewing "Subincision" as a stressor
Relation of Self-disclosure to Social Desireability
Developed the UMSAS (University of Miami Self Alienation Scale)
3) Philosophy
University of Miami Fellowship
Research: Role of child-rearing practices in Adult Ethical stances
Philosophies of the Far East
Philosophical Psychology

SCHOLASTIC HONORARIES

Phi Kappa Phi - National Arts&Science Honorary
Psi Chi - National Psychology Honorary
Delta Theta Mu - University of Miami Arts&Science Honorary

ACADEMIC WORK EXPERIENCE

May 1978-May 1979 — Instructor, Miami-Dade Community College, South Campus. Primary responsibility was the documentation of the grant: "Career Development for Women Offenders" jointly funded by WEEA and CETA.

Instructor, Job duties:
Research activities:collection and statistical analysis of data relative to the project,
Academic advisement of participants in project,
Designing forms to facilitate the processing of participants through the various stages of the project,
Writing and editing press releases,flyers, reports to staff,
Liaison between the project and other departments within Miami-Dade Community College,
Coordinating dissemination procedures,
Providing project evaluators with data necessary to the evaluation of the project,
Administrative duties as delegated by Project Director.

Jan.1978- Instructor Associate,
Apr.1978 Miami-Dade Community College,South Campus
Division of Career Planning and Advisement.
Job duties:
Personal and career counseling,
Academic advisement,
Assisting students with transfer information,
Assisting academically unsuccessful students improve their grades,
Conducting graduation checks,
Assisting students in the use of the Career Resource Center,
Organized a series of workshops presented by Career Planning and Advisement staff, and
Presented one workshop,"Food for Thought".

August 1974- Instructor of Psychology (Part-time)
Dec.1977 Miami-Dade Community College, North Campus
Behavioral Studies Department.
Taught several sections each term of Introduction to Psychology, Dynamics of Behavior, Human Relations, or Human Growth and Development. Frequently guestlectured and conducted experiential workshops in Gestalt Awareness Workshops;Death,Dying and Life Affirmations; Basic Human Development; Love and Self-Esteem;Introductory Social Science.
Directed individual student research on "The Role of Nutrition in Psychopathology".

Jan.1971-Internship
Apr.1971 Miami-Dade Community College,North Campus
Taught Introduction to Psychology.

Aug.1970-Substitute Instructor,(Grades K-12)
Feb.1972 Dade County Public Schools

PROFESSIONAL AFFILIATIONS

Association for Transpersonal Psychology
Florida Association of Community Colleges
CHANCE Committee, Miami-Dade Community College, South Campus
(Committee on Handicapped Access Now Challenging Education)

COMMUNITY AND CAMPUS INVOLVEMENT

M-DCC,South Campus

*Member of CHANCE committee,(Secy.,Spring 1979)
*Initiated a project to Braille label South Campus to make campus more accessible to visually handicapped students (2/78)
*Served on Section 504 Compliance Self-Study Committee, to evaluate the progress by South Campus in making the campus and its programs more accessible to handicapped students (5/78)
*Presented workshops for Week of Self several terms
*"New Games" Training, with emphasis on adapting New Games for handicapped(10/78)
*Served as New Games Facilitator while employed at M-DCC, and after leaving

M-DCC,North Campus

*Organized "Save-A-Tree" campaign on North Campus to bolster efforts toward recycling newspapers (9/77)
*Organized faculty and student involvement in Mental Health Community Day "Help Yourself"(5/77
*Organized drive in Behavioral and Intercultural Studies Depts. for donations of food and clothing for migrant workers during Jan.1977 freeze
*Organized drive to obtain Christmas and Chanukah presents for patients in mental institutions in So.Fla.(12/76)
* Encouraged community involvement by students in my classes by inviting representatives of such organizations as "Citizen's Advocacy" (sponsored by Dade County Association of Retarded Citizens.) Gave students extra credit for participating in this or other community volunteer program.

NON-ACADEMIC WORK EXPERIENCE

May 1979- May 1980	Sales Representative, Computer Sales Associates, Pompano.The firm representes XEROX Diablo, Microdata Reality, and Honeywell Ultimate computers. Job duties: Demonstrate medical, business,legal time accounting, word processing software on the computers. Created flyers for medical community.
1970- 1980	Taught meditation to community groups
Fall 1970	Worked with cancer researcher,Dr.Wm.Donald Kelley, on the role of nutrition in cancer remission.
1968- 1970	Light show technician for rock concerts, clubs
1966- 1970	Photographic fashion modeling for Burdines,Mr.Dino, Wildside Boutique in Miami, Abraham& Strauss in New York
1959- 1963	Community theatre work in Miami:make-up, costumes, lighting and props

PRESENTATIONS

Nov.1979	"Use of Visualization in the Psychotherapeutic Process", Workshop,M-DCC,South, Counseling students.
Apr.1979	"Evaluation of the Progress Made by South Campus in Making the Campus and Programs More Accessible to Handicapped Students" (Faculty Orientation of Handicapped Awareness, several departments,M-DCC,South)
Feb.1979	Week of Self: 2 presentations (M-DCC,South) "Reflexology" "Auras- Myth or Scientific Fact?"
Oct.1978	Week of Self: 2 presentations (M-DCC,South) "Transforming Negative feelings into positive feelings" "Food for thought,Part II"
Apr.1978	Week of Self: 2 presentations (M-DCC,South) "Food for Thought" "The Lemon Exercise"
Mar.1978	Workshop, Career Planning and Advisement, (M-DCC,South) "Food for Thought"
Oct.1976	Workshop,Microcollege,(M-DCC,North) "Auras-History and Current Research"
Mar.1975	Early Childhood Education Conference (Barry College) "The Montessori Method of Early Childhood Education" (Co-speaker with Mrs.Rina Pineda, Director of Montessori Pre-School,in Miami)
Jan.1971	Workshop,Ecology Fair, Miami Beach High School "Nutrition is Internal Ecology"

Patricia Ann Holt
321 Alesio Avenue
Coral Gables, Florida 33134

Social Security Number: 351-42-6914

Height: 5'-5"
Weight: 117
Birthdate: 8 September, 1946
Status: Married
Telephone: 445-3230

ACADEMIC RECORD

Loyola University
Chicago, Illinois
Graduated 1970: B.A. Political Science

Illinois Institute of Technology, Chicago Kent College of Law
Freshman year: 1971

Florida Atlantic University
Boca Raton, Florida
Graduated 1973: M.E.D. in Guidance Counseling

University of Miami
Coral Gables, Florida
Post Masters course work leading toward Doctor of Philosophy, majoring in Counseling

ACADEMIC SCHOL RSHIPS

Full Tuition Graduate Fellowship: 1972-1974
In my capacity as an academic Fellow I worked twenty hours per week as a youth probation counselor. "Project Follow Through" was jointly funded by Florida Atlantic University and the Florida Division of Youth Services. Responsibilities included all areas of Juvenile Rehabilitation. As a counselor I drew upon Federal, State and Community Resourses.

GRADUATE INTERNSHIPS

Florida Atlantic University Counseling Center: Summer & Fall Sem., 1973. I was most fortunate in that I was able to complete a five month full time internship as a Counselor in the Psychological Center at the University. I was highly supervised in my training by Dr. Lawrence J. Crabb; Clinical Psychologist and Mrs. Mary Little Lee: M.S.W. and have benefitted greatly from this experience.

Barry College Institute of Learning Disabilities:
Studied under Dr. Abraham Landau who is Associate Director of Research at the Institute. Assisted on research project concerning Minimum Brain Dysfunction.

EMPLOYMENT HISTORY

June 1975 - Present
State of Florida Counselor II: Initially functioned in area of Vocational Rehabilitation Counselor. With state reorganization was transferred to Single Intake position. Includes handling of Child Abuse and Neglect complaints, as well as counseling with juveniles and their families. The latter includes determining whether or not police reports will be handled judicially. If so, it is my responsibility to follow the case through the judicial process and to make appropriate recommendations.

March 1974 - June 1975
Counseling Services of Miami: Marital and Family counseling on a part time basis.

Miami Dade Community College: Taught course in Developmental Psychology.

April 1970 - April 1971
Catholic Charities: Responsible for Homefinding, Placement and Adoption of forty children. Functioned as a counselor to children, foster parents and natural parents. Maintained close relationships with teachers, community organizations and significant others in behalf of the child.

January 1970 - April 1970
Cook County Department of Public Welfare: Responsible for welfare payments of 250 people. Counseled the elderly in half way houses. Worked with unwed mothers, assisted in vocational planning, gained some familiarity with drug problems.

September 1966 - January 1970: Tour Guide, Chicago Merchandise Mart. Conducted tours through showrooms. Lectured to groups of ten to sixty people.

Additional College Positions: These summer positions included work as a Head Start Teacher Aide, Camp Recreational Counselor, and volunteer work at an orphanage.

Professional Affiliations: American Personnel and Guidance Association.

References Furnished Upon Request

Margaret C. Laughlin:

Associate Professor of English, Miami-Dade Community College/Open College Coordinator of English, Classic Theatre, "Ascent of Man."/Project Director: Open College "Writing for a Reason" Feedback System/Project Team Member: Exxon Sponsored R.S.V.P. Writing Program/Author: The Open College Guide to Business Writing, Instructor's Answer Guide to "Writing for a Reason" A Writing Workshop, "The Writing for a Reason" Feedback System and How it Works, Instructional Games (Grammit, Grok, Color Day), ERIC Publication ("Student Services for a Remote Learners' Program"), "Letter and Comments" in Paradigms Lost by John Simon/Editor: Drama: Play Performance and Perception.

Recent Consulting and Speaking Engagements: Rio Salada College, Phoenix, Arizona/Kentucky Consortium for Instructional Television, Paducah, Lexington, and Louisville, Kentucky/Florida Consortium for Media-Based Education, Orlando, Florida/Parkway General Hospital, Miami, Florida/ Reaching The New Student Conference, Denver, Colorado/College Conference on Communication and Composition, Washington, D.C./Royal Trust Bank, Miami, Florida/Biscayne College, Miami, Florida/University of Miami, Miami, Florida/W.L.R.N. Radio Interview, Miami, Florida/Mercy Hospital, Miami, Florida/Southeast Bank, Miami, Florida.

RESUME

Stefanie Sandler Sanders
P O Box 331122
Miami , Fla 33133

EDUCATION

MASTER OF ARTS - 1978
Major- Deafness Rehabilitation
New York University, New York, N.Y.

BACHELOR OF ARTS- 1976
Major- Speech Pathology and Audiology
Minor- Psychology
Hofstra University, Hempstead, N.Y.

EMPLOYMENT

1/80- present — Assistant Coordinator/Disabled Student Services
Miami Dade Community College, Miami, Fla
Duties include:
Coordinating services for deaf students; case management;academic, vocational and personal counseling

5/78-6/79 — Senior Vocational Evaluator
Goodwill Industries,Astoria, N.Y.
Duties included: written evaluation of skills and behaviors of disabled clients, supervision of graduate practicum students, personal growth counseling group for deaf women

RELATED PROFESSIONAL EXPERIECE

6/80-12/80 — Consultant- "Open College"- Courses for homebound disabled. Special project in captioning for deaf students

6/79-9/79 — National Interpreter Training Consortium
Northeastern University, Boston, Mass

CERTIFICATIONS AND ORGANIZATIONS

Comprehensive Skills Certificate- 1979
Certified Rehabilitation Counselor- 1979
National Association of the Deaf
Registry of Interpreters For the Deaf

RESUME

Stefanie Sandler Sanders
P O Box 331122
Miami , Fla 33133

EDUCATION

MASTER OF ARTS - 1978
Major- Deafness Rehabilitation
New York University, New York, N.Y.

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Minor- Psychology
Hofstra University, Hempstead, N.Y.

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Miami Dade Community College, Miami, Fla
Duties include:
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5/78-6/79 — Senior Vocational Evaluator
Goodwill Industries,Astoria, N.Y.
Duties included: written evaluation of skills and behaviors of disabled clients, supervision of graduate practicum students, personal growth counseling group for deaf women

RELATED PROFESSIONAL EXPERIECE

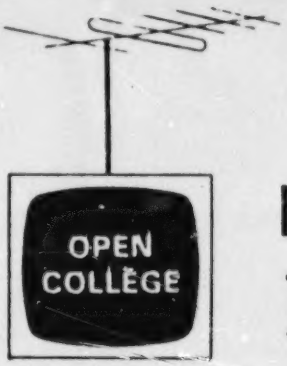
6/80-12/80 — Consultant- "Open College"- Courses for homebound disabled. Special project in captioning for deaf students

6/79-9/79 — National Interpreter Training Consortium
Northeastern University, Boston, Mass

CERTIFICATIONS AND ORGANIZATIONS

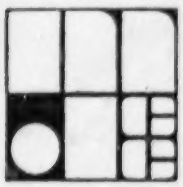
Comprehensive Skills Certificate- 1979
Certified Rehabilitation Counselor- 1979
National Association of the Deaf
Registry of Interpreters For the Deaf

APPENDIX I



HOMEBOUND PROGRAM FOR HANDICAPPED STUDENTS NEWSLETTER

miami dade community college



AN EQUAL ACCESS/EQUAL OPPORTUNITY COMMUNITY COLLEGE

SEPTEMBER 19, 1980

DEAR STUDENTS,

WELCOME TO THE NEW ACADEMIC YEAR. WE HAVE BEEN PREPARING FOR THE START OF THE TERM FOR SO LONG, I CAN HARDLY BELIEVE IT IS HERE.

I HOPE YOU HAVE BEEN ENJOYING THE BROADCASTS OF THE ART OF BEING HUMAN AND HAVE BEEN KEEPING UP WITH THE READINGS AND SURVEYS. MANY OF YOU HAVE CALLED TO EXPRESS YOUR ENTHUSIASM FOR THE FILMS. WE ARE VERY FORTUNATE TO HAVE RICHARD JANARO RIGHT HERE IN THE OFFICE SO THAT YOU CAN CALL TO DISCUSS YOUR OPINIONS OR ASK QUESTIONS. HE VALUES YOUR COMMENTS SO DON'T BE SHY ABOUT CALLING HIM.

I HAVE ALMOST FINISHED REGISTERING ALL OF YOU. AFTER A FRANTIC SUMMER OF PAPERWORK, I AM LOOKING FORWARD TO HAVING MORE TIME TO SPEND GETTING TO KNOW YOU BETTER. PATTY HOLT HAS BEEN HIRED TO HELP ME PROVIDE SERVICES TO YOU. PLEASE DO NOT HESITATE TO CALL EITHER OF US IF THERE IS SOMETHING YOU NEED. MOST OF YOU HAVE RECEIVED ALL OF THE MATERIALS AND EQUIPMENT THAT YOU REQUESTED. WE ARE WORKING HARD TO GET YOU THE LARGE PRINT AND CASSETTE TAPES ON TIME.

MANY OF YOU HAVE EXPRESSED INTEREST IN INTERACTING WITH EACH OTHER TO DISCUSS THE COURSE. ALL OF THE PEOPLE LISTED BELOW HAVE GIVEN

(cont'd page 2)

THEIR WRITTEN PERMISSION TO LIST THEIR PHONE NUMBERS:

JILL	443-8928
VICKI	691-9105
JOHN	681-6773
FRANCISCO	233-3726
PAM	261-9658
JEANNE	274-8022
CARLOS	649-8974
JULIE	235-1285 TTY
CORINNE	633-4445
BENEE	661-2015
MILDRED	868-3361
JESSE	836-9453
JOHN	324-5829
EVELYN	257-2791
JOAN	595-6911
BRUCE	821-0197 TTY
ESTELLE	576-4900 TTY

IF OTHERS ENROLLED IN THIS PROGRAM WOULD LIKE TO SHARE THEIR PHONE NUMBERS, PLEASE SEND ME WRITTEN PERMISSION. THIS NEWSLETTER IS DISTRIBUTED ONLY TO STUDENTS ENROLLED IN THIS PROGRAM.

SEVERAL STUDENTS HAVE SUGGESTED THAT WE GET TOGETHER TO MEET EACH OTHER. I HAVE LISTED VARIOUS OPTIONS: PLEASE LET PATTY KNOW WHICH YOU PREFER.

- LARGE PARTY AT SOUTH CAMPUS OR SMALLER PARTIES AT INDIVIDUAL'S HOMES
- WEEKDAY OR WEEKEND
- MORNING, AFTERNOON, EVENING

FRIENDS AND RELATIVES ARE WELCOME TO JOIN US. WILL TRANSPORTATION BE A PROBLEM?

IN FUTURE NEWLETTERS WE SHALL INTRODUCE THE PROJECT STAFF AND TELL YOU MORE ABOUT THE PROJECT ITSELF. MOST IMPORTANTLY, I WOULD LIKE TO INCLUDE MORE INFORMATION ABOUT YOU AND BY YOU. PLEASE SHARE WITH US.

SINCERELY,

KAREN TACHIBANA

P.S. PHONE NUMBERS

KAREN TACHIBANA		596-1333
KAREN TACHIBANA	TTY	596-1324
PATTY HOLT		445-3230
RICHARD JANARO		596-1333

HOMEBOUND PROGRAM FOR HANDICAPPED STUDENTS NEWSLETTER

OPEN COLLEGE

miami dade community college

AN EQUAL ACCESS/EQUAL OPPORTUNITY COMMUNITY COLLEGE

October, 1980

Dear Students,

What a terrific job most of you are doing on your surveys! Patty is still in the process of giving the mid-term exam, and she is impressed with how much everyone has studied.

Only a few people responded that they would like to get together. Since everyone is geographically spread out, we may need several small, informal parties in various locations. I have reserved a lounge at Miami-Dade South for Tuesday, November 18, from 1 P.M. to 4 P.M. Refreshments will be served. Please iet me know if you can come.

Members of the Advisory Board, please return your questionnaires to Dr. Barry Greenberg with suggestions for improving the program.

Walter would like to have his name added to our phone list--245-1112.

KEEP UP THE GOOD WORK!

Karen Tachibana

OPEN COLLEGE

HOMEBOUND PROGRAM FOR HANDICAPPED STUDENTS NEWSLETTER

miami dade community college

AN EQUAL ACCESS/EQUAL OPPORTUNITY COMMUNITY COLLEGE

NOVEMBER, 1980

WELL, WE FINALLY FINISHED THE MID-TERMS! WE ARE SO PROUD OF EVERYONE; YOU OBVIOUSLY PUT IN A LOT OF HOURS OF STUDYING. CONGRATULATIONS TO OUR SUPERSTARS ON THE EXAM--JEANNE FRELL AND JOAN SHERIDAN. OUR SUPERSTAR ON EXTRA CREDIT ASSIGNMENTS IS MILDRED LEVENSON WITH 10 REVIEWS.

VICKI BOMBAS AND HER HUSBAND, JOAN SHERIDAN AND HER HUSBAND, PAT SMOLEN AND HER HUSBAND (ALL THE WAY FROM TAMARAC), MILDRED LEVENSON AND CORINNE KENDRICK ALL CAME TO OUR GET TOGETHER ON NOVEMBER 18. MIAMI-DADE STAFF ON HAND WERE RICHARD JANARO (WHO HAD TO ANSWER A A LOT OF QUESTIONS ABOUT THE MID-TERM), PATTY HOLT, BARBARA COMINSKY, KAREN TACHIBANA, AND DOUG ANDREWS (THE BOSS). REFRESHMENTS WERE DELICIOUS AND A GOOD TIME WAS HAD BY ALL. EVERYONE AGREED THAT AN AFTER FINAL EXAM PARTY WAS IN ORDER--WITH STRONGER PUNCH, AND JOAN SHERIDAN'S SINGING (WHICH IS FANTASTIC).

WE'RE GLAD TO HEAR VICKI IS BETTER AFTER HER AUTOMOBILE ACCIDENT. VICKI, INCIDENTLY DOES BEAUTIFUL SCULPTURES. LYNN BUCKLY WAS IN TOWN AND REMINDED US THAT JOHN CATANZARO MAKES AND SELLS GORGEOUS CHRISTMAS ORNAMENTS (PHONE: 681-6773). KEEP THOSE SURVEYS COMING IN AND STUDY HARD FOR THE FINAL--ALL THE BEST OF LUCK TO EVERYONE.

MIAMI-DADE COMMUNITY COLLEGE
OPEN COLLEGE ■ 11011 S.W. 104th STREET ■ MIAMI, FLORIDA 33176

DIRECTOR OF OPEN COLLEGE
(305) 596-1333

DECEMBER NEWSLETTER

WELL, JEANNE FRELL AND JOAN SHERIDAN DID IT AGAIN. OUT OF 170 STUDENTS TAKING THE ART OF BEING HUMAN, THEY PLACED SECOND AND THIRD RESPECTIVELY. THEY HAD SOME STIFF COMPETITION CONSIDERING THAT THE MAN WHO PLACED FIRST GOT THE HIGHEST POINT SCORE EVER RECORDED. YOU ALL DID WELL AND I CONSIDER YOUR SUCCESS BOTH AN INDIVIDUAL ACHIEVEMENT AND A GREAT ACCOMPLISHMENT FOR THIS PROJECT.

A FEW OF YOU ARE GOING ON TO TAKE MORE COURSES. I WISH WE HAD OTHER MODIFIED COURSES AT THE PRESENT TIME, BUT, NOW THAT WE PROVED IT COULD BE DONE, MAYBE WE CAN GET ADDITIONAL SUPPORT.

I WANT TO THANK EVERYONE FOR THEIR COOPERATION AND PATIENCE WITH SOME OF OUR DELAYS. WE CERTAINLY LEARNED A LOT FROM YOU WHICH WILL SPARE FUTURE STUDENTS THE FRUSTRATION YOU MIGHT HAVE FELT AT TIMES. YOU HAVE BEEN A JOY TO WORK WITH AND PATTY, BARBARA, TOM, DOUG, RICHARD AND I WISH YOU THE HAPPIEST OF HOLIDAY SEASONS. LET'S KEEP IN TOUCH AFTER SCHOOL REOPENS.

IF ANY OF YOU HAVE ADDITIONAL SUGGESTIONS, COMMENTS OR CRITICISMS WHICH WOULD HELP ME IN WRITING THE FINAL REPORT, PLEASE SEND ME A NOTE.

FONDEST REGARDS,

Karen Tachibana

KAREN TACHIBANA

OPEN COLLEGE

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JEANNE V. FRELI
12131 S. W. 110 STREET CIR LE SOUTH
MIAMI, FLORIDA 33186

November 13, 1980

Dear Mr. Andrews,

Aristotle's teleology in "The Art of Being Human" text has just given me the courage to write to you. Since the purpose of living is happiness and the purpose of government is the happiness of its people — what is going to happen next term for us homebounds?

anything will be an anticlimax but nevertheless less acceptable.

Do you realize that this program is the first I have ever encountered that has treat me like a person that I am, a woman! It is difficult to remember that I count as much! I can't be the only one who feels this way.

All of you are to be congratulated.

Sincerely,
Jeanne Freli

My anxiety level↑. Will there be.....?

We, "the disconnects," human beings,
appear in the lounge, "more, by twos, in wheelchairs,
accompanied the blind, crippled walk, palsied
hands, all of pleasant, smiling countenance,
sounds of laughter, punctuated by very little soon
over bits of silence, only to erupt in excited chatter,
handicapped people gathered together, on a day that
surely began with not only bright sunshine but
with deep motivation, launched by Miami Dade
Community Open College in the year of 1980-

The seemingly dark, hard world
faced by us, the students, the course "The Art of being
Human," has opened up the endless tunnel unto
"light"- The dedicated Ms. Karen Tachibana and
the staff Mr. Janaro, Mr. Early as well as other Contributors the excellent
programs on Television twice weekly - On Saturday
morning 11 to 12 P.M. are captioned programs for
the deaf and hearing impaired - Large print reading
materials are provided, for the poor sighted -
Calls made are cheerfully responded to - no wonder
all those happy faces were in that room on that
glorious sunshiny day- Ms. Tachibana, the gracious
hostess in a plum colored dress

moves, around, introducing others who came in in the room, seeing to it, that we partake of the delicious refreshments, all accounted for the afternoon that shall long be remembered by us, "the discomats," — — —

According to me

In music, discomats are sounds that is not pleasant notes, rather to be a discord of a musical note and/or so, not belonging to the perfect, yet necessary, in the making of a melody —

Instead of a perfect body with five senses intact, we the Handicapped, are afflicted one of the senses, missing, a limb distorted, useless are all discomats of a human being — But the mind, the brain, nourishes, nutures by the thirst of knowledge, do and can indeed guide us to our fullest potential, that would otherwise have perished forevermore if not for the gates had swung wide by the Open College Program for the Handicapped of Miami Dade Community College. Saints be Praised — Mere Thanks is never enough!